

2022-2023

# LCAP

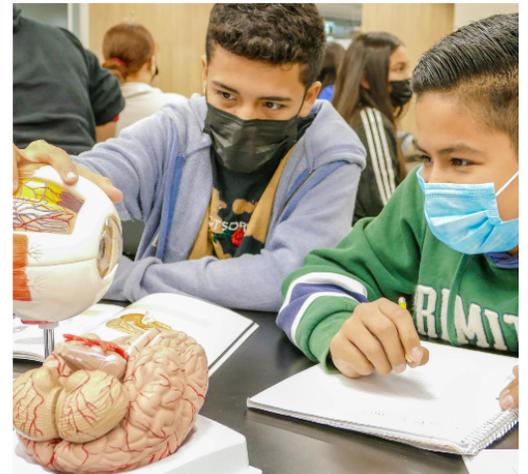
## Local Control & Accountability Plan

### 2022-2023 LCAP Executive Summary

#### LCFF

##### Local Control Funding Formula

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



#### LCAP

##### Local Control and Accountability Plan

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

#### 8 State Priorities

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

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# **Local Control Funding Formula (LCFF) Budget Overview for Parents**

Developed by the California Department of Education, November 2021

## LCFF Budget Overview for Parents Template

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

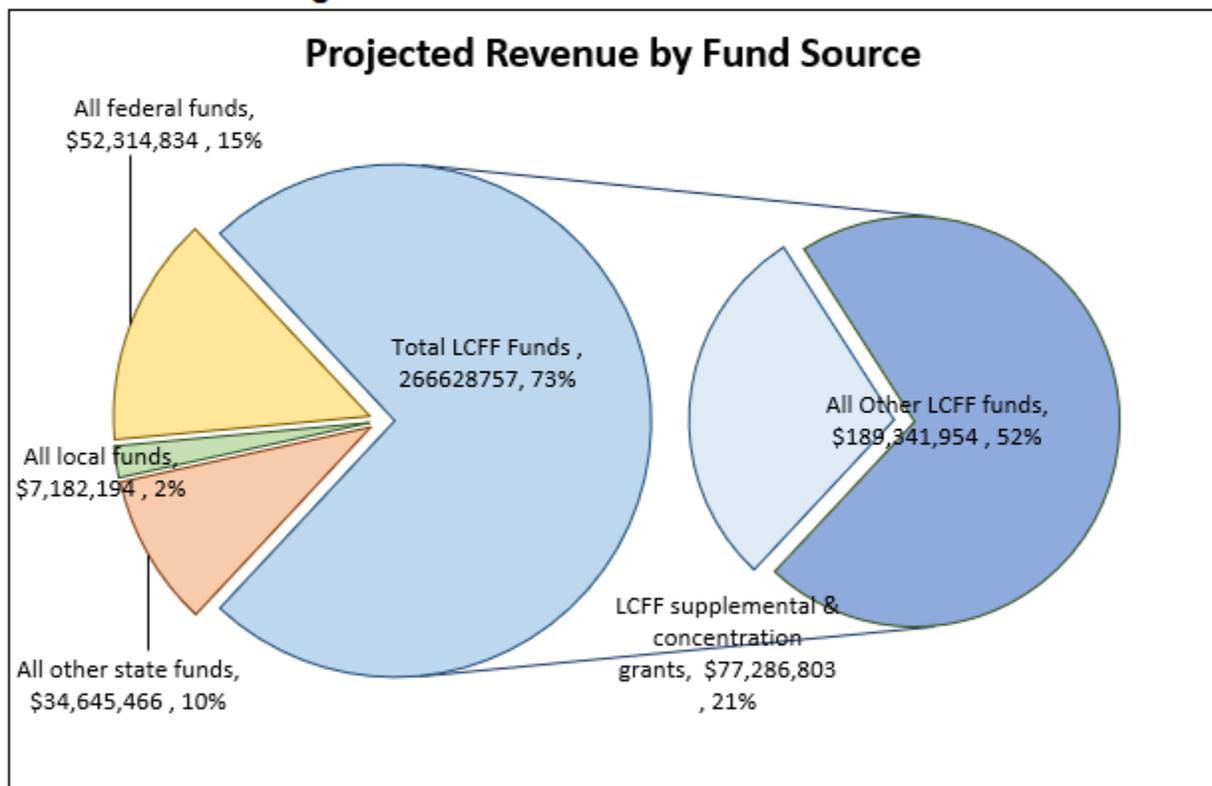
CDS Code: 65243

School Year: 2022 – 23

LEA contact information: Babatunde Ilori, Executive Director of Accountability and Communications  
(559) 664-8034, babatundeilori@maderausd.org

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

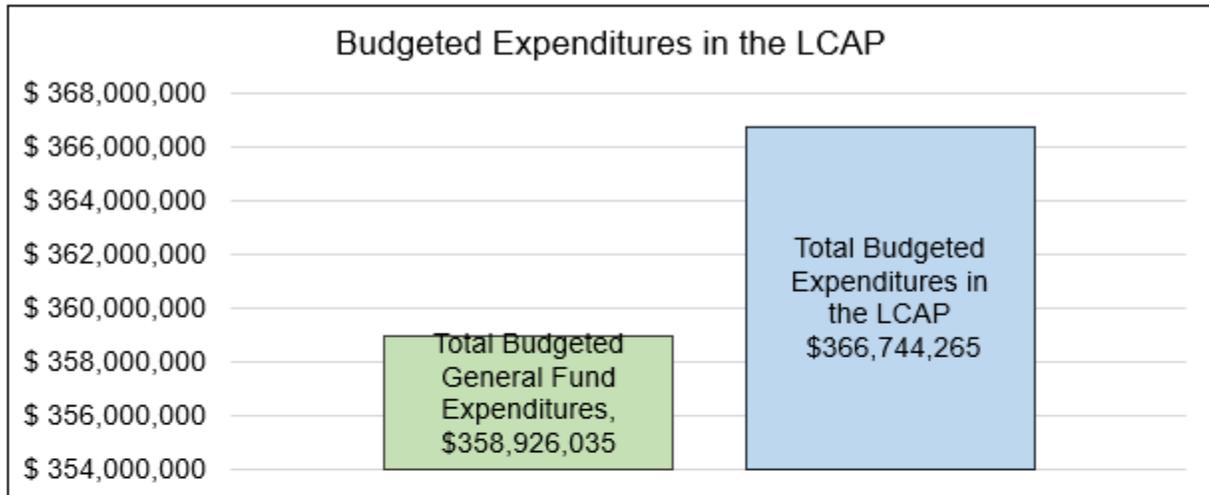
### Budget Overview for the 2022 – 23 School Year



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

The text description for the above chart is as follows: The total revenue projected for Madera Unified School District is \$360,771,251.00, of which \$266,628,757.00 is Local Control Funding Formula (LCFF), \$34,645,466.00 is other state funds, \$7,182,194.00 is local funds, and \$52,314,834.00 is federal funds. Of the \$266,628,757.00 in LCFF Funds, \$77,286,803.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

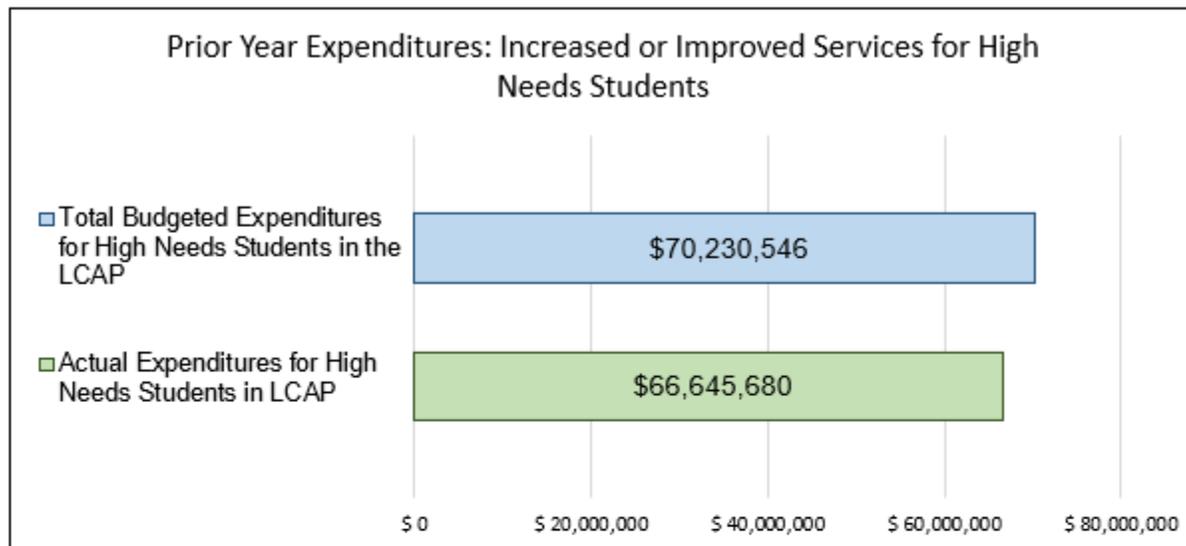
The text description of the above chart is as follows: Madera Unified School District plans to spend \$358,926,035.00 for the 2022 – 23 school year. Of that amount, \$366,744,265.00 is tied to actions/services in the LCAP and \$-7,818,230.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Madera Unified has included all General Fund expenditures in the Local Control and Accountability Plan to ensure transparency and accountability. Additionally, Madera Unified has included the following funds in the Local Control Accountability Plan - Bond - Fund 21, Child Nutrition - Fund 13 and Preschool - Fund 12.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Madera Unified School District is projecting it will receive \$77,286,803.00 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 \$86,514,996.00 towards meeting this requirement, as described in the LCAP.

### Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Madera Unified School District's LCAP budgeted \$70,230,546.00 for planned actions to increase or improve services for high needs students. Madera Unified School District actually spent \$66,645,680.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$3,584,866.00 had the following impact on Madera Unified School District's ability to increase or improve services for high needs students:

Although not all funds were expended during the school year, Madera Unified School District made every effort to fully implement all increased and improved services. Additionally, Madera Unified carried over all actions to increase or improve services to unduplicated students. The main reason for the difference in budgeted versus actual expenditures is due to difficulties hiring highly qualified staff.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera Unified School District	Babatunde Ilori, Executive Director of Accountability & Communications	<a href="mailto:babatundeilori@maderausd.org">babatundeilori@maderausd.org</a> , (559) 664-8034 ext. 200

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement in, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

One of Madera Unified’s core values is to foster community relationships. Madera Unified values community input, especially through the budget development process. Madera Unified has held several community feedback meetings over the past several months through virtual town halls, advisory committees, student voice sessions, and District System Design Partnership meetings. Madera Unified has obtained feedback from a diverse group of community members which include parents of emergent multilingual (English learner) students, students with disabilities, migrant students, and other underserved populations. Members of the National Association for the Advancement of Colored People (NAACP) and members of local indigenous tribal groups participated in community feedback sessions such as the District System Design Partnership. The NAACP is a civil rights organization focused on the advancement of African Americans. Additionally, members of the Madera Coalition of Community Justice, a community-based organization focused on supporting people with great needs such as low-income residents, multilingual emergent students and students with disabilities. Furthermore, Madera Unified has obtained feedback directly from a wide array of students representing a number of schools across the district. Below is a list of the community feedback sessions which have been held over the past few months that are relevant to the development of the LCAP supplement plan. This includes specific feedback received during District English Language Advisory Committee, Parent Advisory Committee, and Budget & Finance Committee meetings.

Date	Meeting Type	Total # of Attendees
9/23/21	Budget & Finance Committee Public Meeting	15
10/6/21	Parent Advisory Committee Meeting	23
11/3/21	Parent Advisory Committee Meeting	26
12/6/21	District English Language Advisory Committee Meeting	15+
12/8/21	Parent Advisory Committee Meeting	17
2/7/22	District English Language Advisory Committee Meeting	15+

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Madera Unified is coordinating the use of federal funds and other grants to maximize and optimize the programs and services provided to our students. Currently, the district is funding \$25 million in personnel using the various COVID-19 Relief funds. The district is planning to use the additional concentration grant funds to fund these positions as the COVID-19 Relief funds start depleting. These positions include the elementary enrichment teachers that have been deployed across the district. The teachers provide instruction to elementary students in Art, Music, PE, Library, and STEM. Additionally, funds are being used to hire teacher aides to support Transitional Kindergarten, Kindergarten, and 1st-grade classes. In an effort to increase access to after-school tutoring opportunities with certificated teachers, teachers will receive \$55 per hour to teach students with high needs after school. In addition to funding personnel positions, Madera Unified has made a significant investment to provide the opportunity for 6th-grade students to attend 6th-grade camp. Historically, only certain schools across the district had the fundraising base to subsidize the cost of the camp.

The main goal of the district is to maintain the increased levels of direct services to students beyond the term of one-time funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As stated in prompt 1 above, Madera Unified has held a number of student and parent voice sessions to obtain feedback on their experiences within our school system and ways we can make improvements. Madera Unified has obtained feedback from a diverse group of community members which include parents of emergent multilingual (English learner) students, students with disabilities, migrant students, and other underserved populations. Furthermore, Madera Unified utilized feedback surveys to gain a better perspective on the different viewpoints of staff, parents, and other community members.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MUSD has been awarded \$156 million from the various federal plans to battle the COVID-19 pandemic. These funds have been used to pay personnel, provide training, PPE, technology, and additional services and resources for our students in order for our schools to remain open for in-person instruction. The district is also providing additional services to meet students' social-emotional needs.

### **Successes**

- Provided 1:1 technology devices for our 20,000+ students
- Provided internet access to more than 90% of our students
- Offered zero (0) and 7th period at our high schools, students for credit recovery
- Significant increase in instructional minutes for elementary students
- Offer summer school at all the 28 school sites for credit recovery and enrichment
- Increase the number of classified and certificated personnel to assist the school sites with the increased workload
- Provide PPE, COVID tests, thermometers, thermal readers, disinfecting supplies, hand washing stations, air filters and air purifying systems as needed
- Provide in-person instruction from day one in 2021-22 school year. As of January, the district has not had the need to close any schools
- Implement the Elementary Enrichment Program
- Develop and implement the Teacher Support Mentor Program

### **Challenges**

- Finding qualified teachers to fill vacant positions
- Finding qualified substitute teachers
- Increase the number of days to the school calendar
- Increase the number of teachers in the Teacher Support Mentor Program
- Providing the Peer Assistance Review program adequate resources to support Teacher development and improvement

-Mitigate the COVID-19 infections in our schools and support services

-Maintain schools open for in-person instruction

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Madera Unified developed its LCAP plan based on the District System Design Partnership (DSDP), this is a redesign plan focused on developing a high-performing educational system. The [Believe Madera](#) website site provides more information on the DSDP process. The redesign team included many educational partners including site leaders, teachers, union leadership, district administrators, trustees, and community-based organizations. All the goals in LCAP are aligned with the needs identified through the DSDP process. Madera Unified is using the COVID-19 Relief funds to get some of these initiatives off the ground, such as the Elementary Enrichment Program. This program's intent is to motivate students to come to school for in-person instruction and engage students with fun activities through music, arts, STEM, and library time embedded in the school day. COVID -19 Relief funds are also being used to offer summer learning and supplemental after-school programs. The summer programs are intended to help high school students recover credits and offer elementary students learning and enrichment opportunities that they otherwise would not be afforded the option to take. These activities are also intended to address the unique needs of our unduplicated students, who account for 90% of our district. The DSDP also focuses on providing resources based on student needs. The district is providing professional development for teachers to implement evidence-based activities to meet the comprehensive needs of all students. Students are receiving instruction through research effective models to obtain English language proficiency.

There is still much work to be done, unfortunately, the COVID-19 pandemic has added pressure to every level of education. The district has developed policies to maintain the student's education as a priority. The district has also partnered with the Madera County Department of Health, the Madera County Superintendent of Schools, and other organizations to continue the operations and effectively maintain the health and safety of students, educators, and other staff.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have the flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has the flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and wherein the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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	Babatunde Ilori, Executive Director of Accountability & Communications	<a href="mailto:babatundeilori@maderausd.org">babatundeilori@maderausd.org</a> (559) 664-8034 ext. 200

## Plan Summary 2022-2023

### General Information

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

Madera Unified School District (MUSD) is located in the geographic center of California in a growing community of 66,000. Our district serves over 20,000 students and has approximately 2,500 employees. Madera Unified comprises 30 schools. Currently, there are 19 elementary schools, four middle schools, two alternative high schools, three comprehensive high schools, one community day school, and one adult school.

## DISTRICT OVERVIEW

### Madera Unified School District

(MUSD) is located in the geographic center of California in a growing community of 66,000.



### 30 Schools

- 19 Elementary Schools
- 4 Middle Schools
- 5 High Schools
- 1 Community Day School
- 1 Adult School



### 19,941 Students

- 91% Hispanic
- 5% White
- 1% African American
- 3% Other
- 27% English Learners
- 89% Low Income
- 1% Foster Youth



### 2,407 Employees

- 1,405 Certificated Employees
- 1,002 Classified Employees

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

Madera Unified serves a community with a diverse population of students and their parents. We are guided by a powerful vision where "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 vision, mission, and core values of the district (see below). It is a reflection of district leadership's new focus and plans to increase student achievement.



### Madera Unified Community Compact

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

### MUSD Governing Board of Trustees' Goals

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

### Our Vision

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

### Our Mission

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

### Our Belief Statement

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

### Our Creed

#### WE BELIEVE in...

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

### Our Core Values

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

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

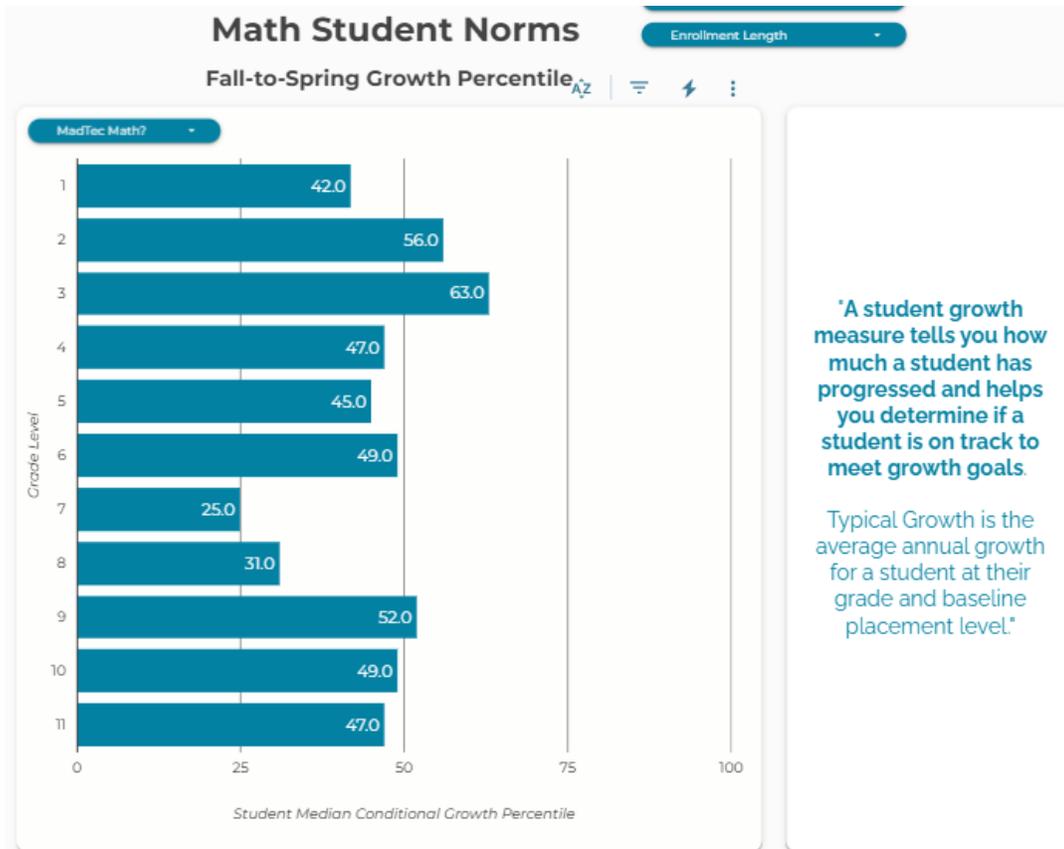


MUSD Board Approved: 3-26-19

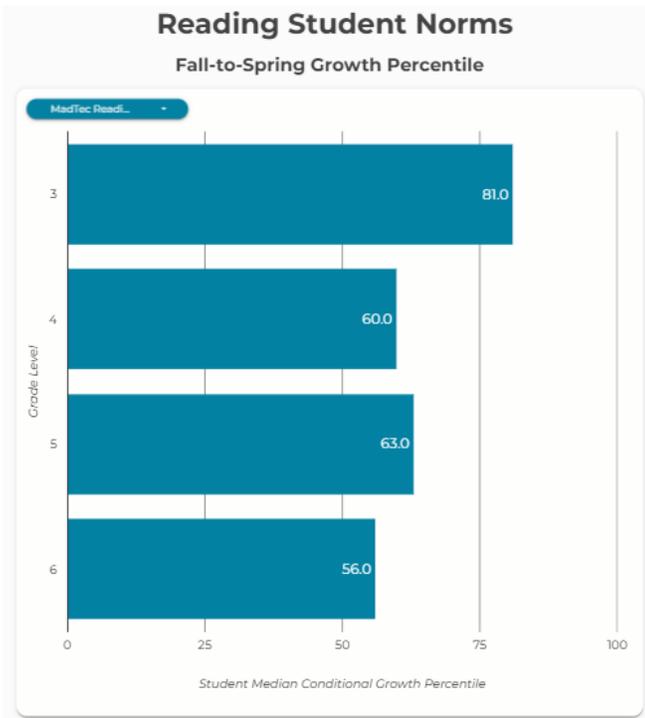
## Reflections: Successes

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

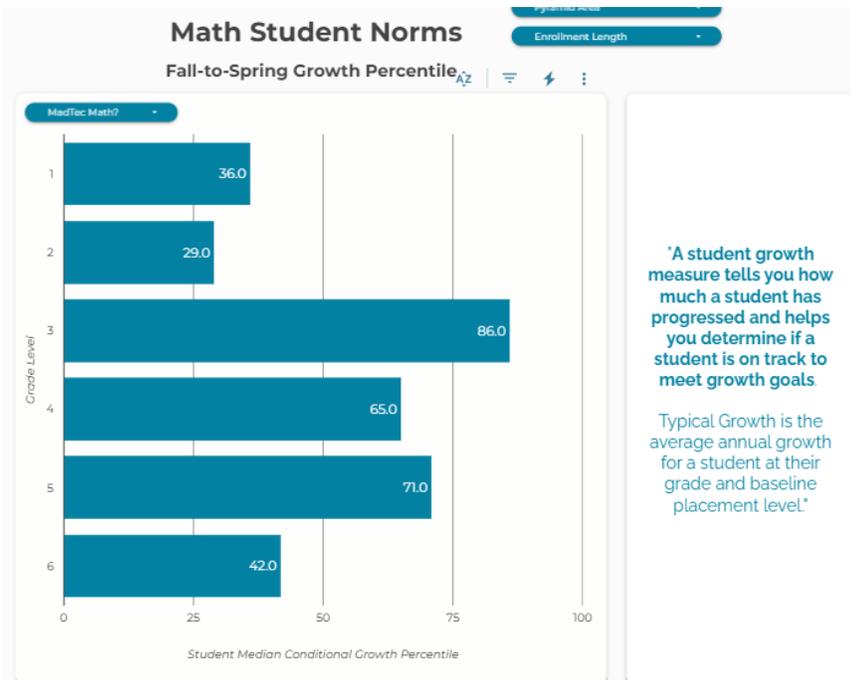
The California Dashboard color rating results have not been updated due to COVID-19. However, Madera Unified can point to successes and progress by reviewing the local data points within the Madera Learning System. The Madera Learning System is Madera Unified's local continuous improvement system using multiple measures to report on school and district performance. One area of success can be found in the participation rate of the NWEA local assessment. The NWEA assessment is computer adaptive and is a very similar assessment to the state test. 95% of students completed the NWEA assessment during the Spring Assessment window. This represents a 5% year-over-year increase. Additionally, Madera Unified's NWEA Math assessment results in 2nd, 3rd, and 9th grade returned growth greater than 50 percentile. This means that on average students' growth from Fall to Spring was higher than their expected growth.



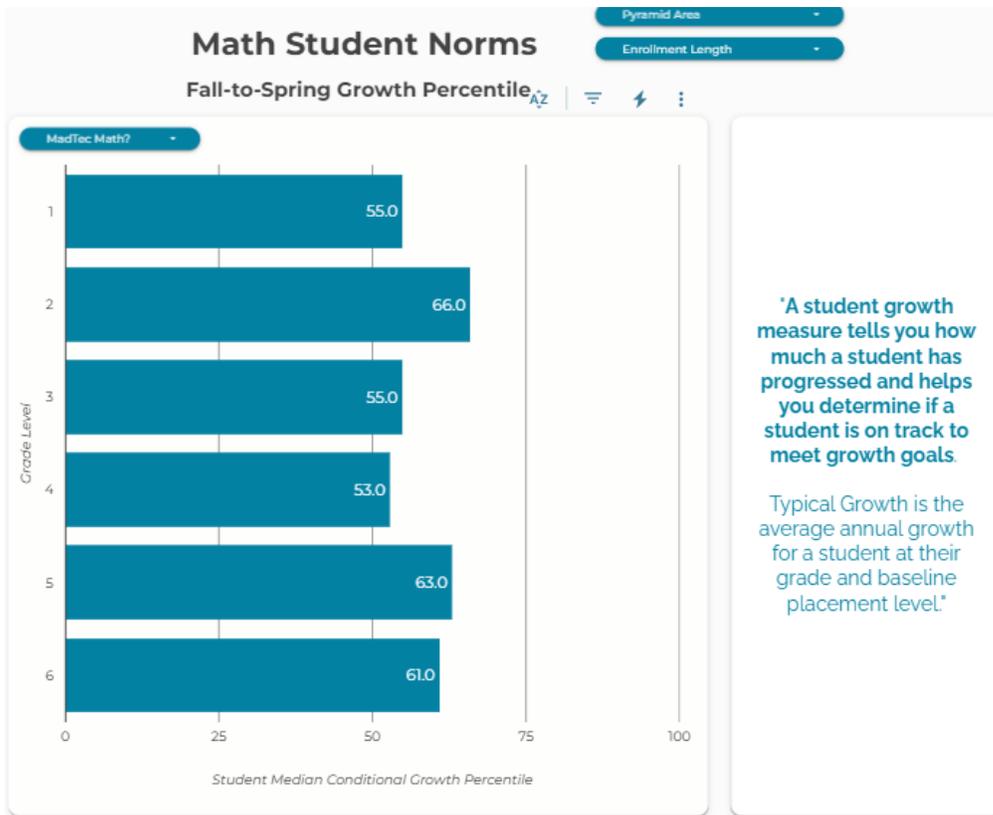
Madera Unified also saw a number of schools grow at a higher rate than expected growth when comparing fall to spring NWEA assessment results. Monroe elementary school had the highest Fall to Spring growth in reading across the district with all grade levels assessed in NWEA Reading MAP Growth scoring above 50 percentile growth. 3rd-grade students at Monroe scored an incredible 81 percentile growth.



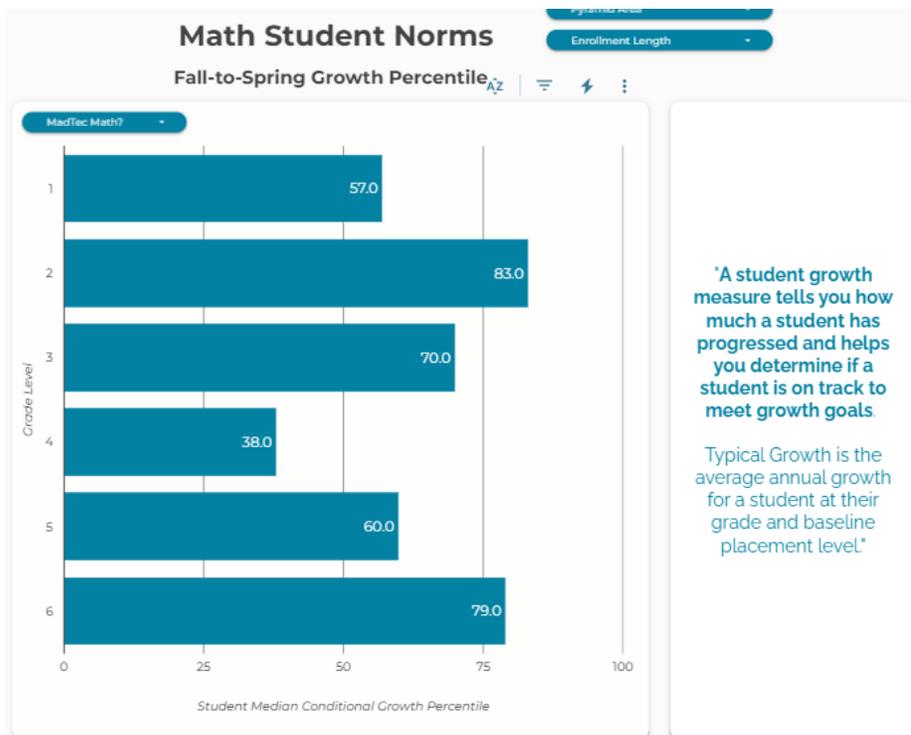
Furthermore, Monroe's Math results also were noteworthy with three grade levels scoring above 50 percentile growth. Again, 3rd grade had the highest growth at 86 percentile growth.



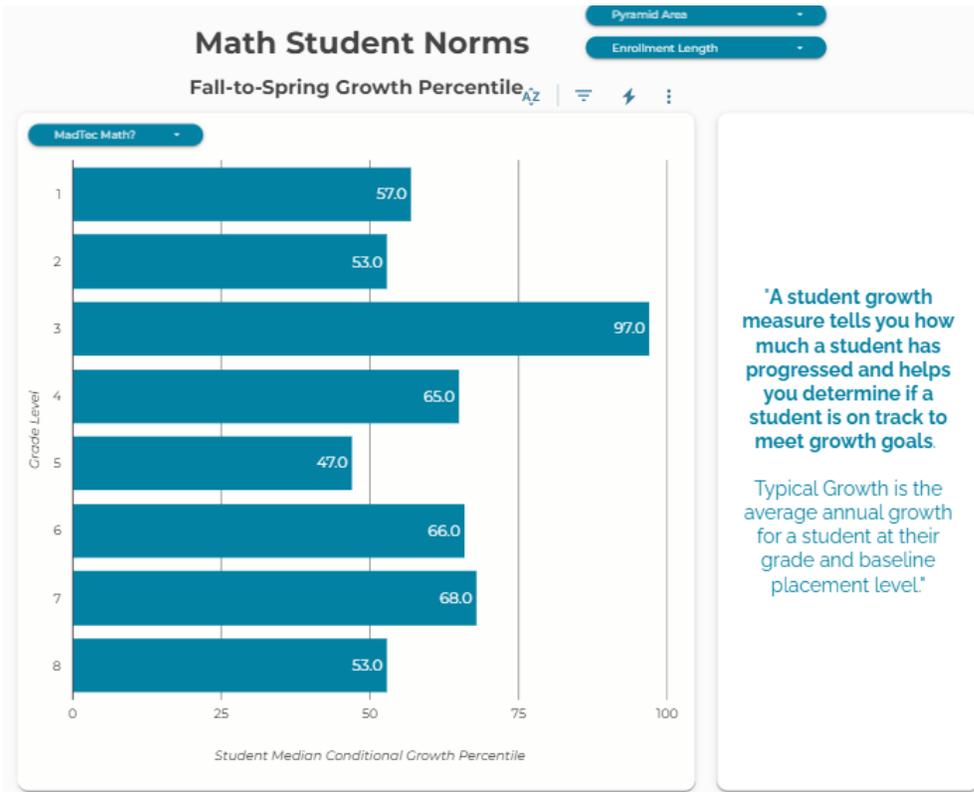
Another success story can be found at Washington Elementary school where 100% of grade levels assessment in NWEA Math scored above 50 percentile growth when comparing Fall to Spring results.



All but one grade level had growth above 50 percentile at Pershing Elementary in the NWEA Math assessment.



Finally, Eastin-Arcola saw incredible growth in the NWEA Math assessment as well with all but one grade level above 50 percentile growth. Eastin-Arcola had a growth of 97 percentile, the highest growth in 3rd-grade results across the district.



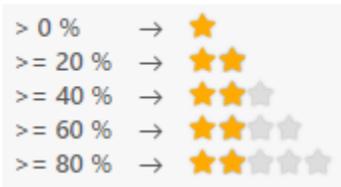
## Reflections: Identified Need

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

As stated earlier, the California Dashboard color rating results have not been updated due to COVID-19. However, Madera Unified has identified areas of need by reviewing the local data points within the Madera Learning System.

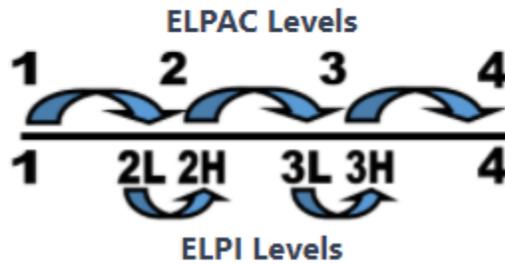
The MLS was created through the collective involvement and buy-in of key parties throughout the district. The MLS articulates a clear set of higher expectations than what exists within the state accountability system, The California Dashboard. The MLS is designed as a multiple-measure system to monitor three core components: Academics, Engagement and Management. Each component is rated along with multiple metrics, generating a summative score for each component that captures the health of that area at the school site.

For example, in order to obtain a 5-star rating in the percent of students who met their NWEA reading growth target, 80% or more of students would have to meet their individualized growth target or higher.



The California dashboard only has one indicator that looks at true growth, it is called the English Learner Progress Indicator. There are six ELPI levels. The state expects all English learners to move up at least one ELPI level in one year of instruction.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

In order to receive a High rating on the California Dashboard, only 65% or more of English learners need to move up one ELPI level or higher.

### English Learner Progress

**48.6% making progress towards English language proficiency**

**Number of EL Students: 4,158**

#### Progress Levels

Very High = 65% or higher

High = 55% to less than 65%

Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

That cut point is 15% lower than the MLS cut point at 80%. Furthermore, we know that students who score well on the NWEA reading will also do well on the ELPAC.

Currently, reclassification is not an indicator in the California Dashboard or the MLS. The main reason for this is that it is a flawed indicator to review year-over-year due to the nature of the indicator. You can have wild swings in reclassification rates based on a number of factors such as different criteria to reclassify, a significant change in enrollment size, changes in local measures, and cut-points developed just to name a few. Therefore, the state is very focused on English Learner progress. Since students performing well on the ELPI will eventually reclassify. The state is also interested in bringing attention to the ELPI scores of long-term English learners. Therefore, we may see an indicator in the future looking at the number and percent of long-term English learners who moved up one ELPI level or more as a part of the California Dashboard.

Academic indicators measure the achievement level and growth of students. This area measures the overall state of academics at the school site. There are multiple academic measures including grades, assessment results, and assessment growth at the individual student level. The MLS results listed below are based on 2021-22 quarter 3 results. The final results for the school year will be calculated and finalized by the middle of June.

## Elementary Schools with Low Overall Academic Performance

The elementary schools listed below all have academic scores below 1.5 stars. These schools should be reviewed more thoroughly to determine if we need to prioritize these schools to receive additional technical assistance based on their overall academic performance.

### Rose Elementary

- 34% of students have 1 or more D's or F's resulting in a 1-star rating in the MLS
- 0% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 0-star rating in the MLS
- 5% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.3-star rating in the MLS

### Parkwood Elementary

- 37% of students have 1 or more D's or F's resulting in a 1-star rating in the MLS
- Only 9% of students met their NWEA Math best target resulting in a 1.5-star rating in the MLS
- 0% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 0-star rating in the MLS
- 8% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.4-star rating in the MLS

### Sierra Vista

- 34% of students have 1 or more D's or F's resulting in a 1-star rating in the MLS
- Only 8% of students met their NWEA Math best target resulting in a 1.4-star rating in the MLS
- Only 4.4% of students were ready or exceeding in NWEA Math resulting in a 1.2-star rating in the MLS
- Only 10% of students were ready or exceeding in NWEA Reading resulting in a 1.5-star rating in the MLS
- 11% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 1.5-star rating in the MLS
- 3.7% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.2-star rating in the MLS.

## Secondary Schools with Low Overall Academic Performance

The secondary schools listed below all have academic scores below 1.5 stars. These schools should be reviewed more thoroughly to determine if we need to prioritize these schools to receive additional technical assistance based on their overall academic performance.

### Madera High

- Only 17.7% of students were ready or exceeding in NWEA Math resulting in a 1.9-star rating in the MLS
- 2.6% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 1.1-star rating in the MLS
- 9% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.4-star rating in the MLS

### Madera South

- Only 18% of students met their NWEA Math Best target resulting in a 1.9-star rating in the MLS
- Only 16% of students were ready or exceeding in NWEA Math resulting in a 1.8-star rating in the MLS
- 1.6% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 1.1-star rating in the MLS
- 4% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.2-star rating in the MLS

### **Ripperdan Community Day**

- 0% of students were ready or exceeding in NWEA Math and Reading resulting in a 0-star rating in both indicators in the MLS
- 0% of SPED students were ready or exceeding on the NWEA Math and Reading assessment resulting in a 0-star rating in the MLS

### **Jefferson Middle**

- 39% of students have 1 or more D's or F's resulting in a 1-star rating in the MLS
- Only 19% of students met their NWEA Math Best target resulting in a 1.9-star rating in the MLS
- Only 16% of students were ready or exceeding in NWEA Math resulting in a 1.8-star rating in the MLS
- 2% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 1.1-star rating in the MLS
- 4% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.2-star rating in the MLS

### **King Middle**

- Only 13% of students met their NWEA Math Best target resulting in a 1.6-star rating in the MLS
- Only 15% of students were ready or exceeding in NWEA Math resulting in a 1.7-star rating in the MLS
- 0% of SPED students were ready or exceeding on the NWEA Math assessment resulting in a 0-star rating in the MLS
- 1.6% of SPED students were ready or exceeding on the NWEA Reading assessment resulting in a 1.1-star rating in the MLS

In an effort to address the needs listed above, Madera Unified will continue to make major investments into the goals listed below:

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

The following actions listed below will address the identified needs described above:

- Action 2.3 - Develop systems to pair teachers based on student needs
- Action 2.6 - Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards
- Action 2.13 - Increase both instructional and planning time for teachers
- Action 3.6 - Refine and Implement the Madera Learning System (MLS)
- Action 3.7 - Develop and implement of 7 period day in middle and high school
- Action 4.1 - Re-establish New Teacher Support and Mentor Program
- Action 4.3 - Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC
- Action 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
- Action 5.2 - Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites

## LCAP Highlights

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

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

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

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

- Goal 1 - Provide early support for children and their families before beginning school
- Goal 2 - Demonstrate equity before equality by providing resources based on student needs
- Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- Goal 4 - Career Pathway Program Clear gateways with no dead ends 58
- Goal 5 - Recruit and Retain Highly qualified teachers all students deserve great teachers
- Goal 6 - Incentives & support to continuously improve performance

# Comprehensive Support and Improvement

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

## Schools Identified

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

Duane E. Furman High School  
Mountain Vista High School  
Martin Luther King, Jr. Middle School  
Thomas Jefferson Middle 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.

Past Meeting Dates by Site:

**Furman High School** - 11/03/2020 (Fishbone); 12/04/2020 (Fishbone & Highest Priority Root Cause)  
Mountain Vista High School - 05/08/2019 (Fishbone); 6/07/2019 (Highest Priority Root Cause & Driver Diagram)  
Martin Luther King, Jr. Middle School - 11/06/2020 (Fishbone); 11/16/2020 (Fishbone)  
Thomas Jefferson Middle School - 05/22/2019 (Fishbone); 06/04/2019 (Fishbone & Highest Priority Root Cause & Driver Diagram); 06/06/2019 (Driver Diagram)

## Narrative:

**Furman High School** was chosen for CSI due to the low graduation rate in the 2018-2019 school year. As a staff, they wrestled with the fact that they are a school of choice but they also acknowledged there was more in their locus of control. After going through the fishbone process, they narrowed in on student motivation and foundational skills as areas that could be improved and they have significant influence over. The identified need was to build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders, and staff. The 3-year school-specific goal is to provide equitable access to rigorous high-level programs. Three strategies were identified to reach this goal and are as follows:

Strategy #1: Provide teacher release time (subs), extra time, and Travel and Conference:

- Observe high-impact CCCS lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.

- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after-school tutoring for students.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

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

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase School Plan for Student Achievement (SPSA) Page 36 of 70 Furman High School students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Purchase materials to improve performance on NWEA assessments.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- Pay for student entrance fees for educational-related trips related to the core content.

Strategy #3: The math and English paraprofessionals may work extra hours to attend mandated training related to student learning, socio-emotional development, and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area.

- Pay for the ELA support paraprofessional salary for 3.5 hrs. daily
- The math and English paraprofessionals will attend all needed mandated training throughout the 2018-19 school year
- The math and English paraprofessionals will attend all training related to student learning, assessment and instruction throughout the 2018-19 school year

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

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

students' gaps in learning and further supports. In addition to this, teachers will be able to attend professional training to plan, deliver and implement a rigorous and relevant curriculum.

- Observe high-impact CCCS lessons.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring for students.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

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

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

**King Middle School** was chosen for CSI for high suspension rate in the 2018-2019 school year. The fishbone process was quite lengthy as the team brought a lot of root causes and contributing factors to the table as suspensions are a complex matter. The identified need was to maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations. The 3-year school-specific goal is to obtain a Suspension score of medium-low performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year. Five strategies were identified to reach this goal and are as follows:

Strategy #1: PBIS- Site-Wide Programs to promote social-emotional support for our students, through our Restorative Justice and Character Strong Program

- PLC/COST/SST/MTSS meeting time
- Analyze student achievement data: Site, District, State 5,00
- Review priority socio-emotional lessons
- Plan Lessons
- Research instructional resources
- Professional Development
- Instructional Rounds/Peer Observation/Respect Agreement Facilitation
- Feedback meetings on teacher instructional effectiveness

- Interactive/Cognitive Coaching
- Collaboration time between the Special Education staff and General Education staff
- Development/Planning of Tier II/Tier III academic & behavioral interventions
- School Plan for Student Achievement (SPSA) Page 52 of 91 Martin Luther King, Jr. Middle School
- Before/after school small groups & Intervention; Preferably during the school day
- Professional development once a month on Wednesdays during early-release for staff to analyze behavior data, develop (homeroom) Time to Teach lessons, participate in PBIS trainings, and participate in-house
- “Staffing” meetings of tier III students/COST meetings.
- School site staff volunteer their lunch hour monthly to participate in our Mentor-Mentee tier III program
- Create behavior support plans with our school site psychologist and counseling/administration teams
- Facilitate small group counseling sessions based upon socio-emotional needs (e.g. grief/loss, relational aggression, resiliency, drug abuse, etc.).
- Facilitating restorative justice meetings with the student and teacher(s); peer-to-peer

Strategy #2: Certificated/Classified professional development/travel conference to include outside contracted services

- Assist with pedagogy
- Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, and Fred Jones, etc.)
- Lesson planning/design
- Enhance employee skills
- Registration fees and other related expenses
- PLC Summer Institute (see Goal 1 Action 2-travel and conference)
- PBIS Training
- Outside Contracted Services
- PBIS signage for positive school climate and culture. Motivational banners also replacement of older sets.

Strategy #3: Supplies, Books, and Reference Materials/Update Library-Media resources

- Purchase PBIS Jagbuck incentives for Fridays at the end of lunch Monthly
- Purchase instructional supplies, books, and materials
- Student magazine subscriptions (Choices, AVID Weekly, etc.)
- Print shop services to provide assessment materials, etc. (see goal 1 for duplication)
- Updated reading selections of high interest (fiction/nonfiction)

Strategy #4: Software and/or access licensing for Behavioral Intervention program (e.g. Character Strong, etc.)

- Annual subscription fees (if needed)
- Student Advocate (2200)
- Child Welfare & Attendance Liaison: (2900)

Strategy #5: Intervention Specialist

- Identify students failing to meet proficiency in core curricular classes.
- Assign and maintain intervention rosters and schedules.
- Collaborate with instructional staff to monitor student performance.
- Disaggregate and present data in a cycle of inquiry to improve instructional strategies.
- Participate in school-wide training, decision-making, and related activities.
- Assign students to appropriate intervention offerings to meet their needs and goals.
- Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required.
- Maintain accurate records of student, parent, and staff contacts.
- Meet with assigned departments or designated organizational units.
- Conduct and facilitate necessary educational partner meetings.
- Plan, organize, and or assist with common formative assessment testing programs.

- Assist with the orientation program for feeder schools.

**Jefferson Middle School** was chosen for CSI for high suspension rate in the 2017-2018 school year. The fishbone process revealed that the team had a lot of impact in quite a few areas. This led to the highest priority root cause exercise to be very dynamic but in the end the team landed on classroom management as the highest priority root cause. Through the driver diagram process the team walked through various areas that would improve classroom management but ultimately narrowed in on providing time to build community in the classroom which led to the selection of the change idea of focusing on additional intentionality in PLC's for academics and behavior by committing to studying best practices, creating engaging lesson plans and examining behavioral data in PLC's. The identified need was to maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations. The 3-year school specific goal is to obtain a Suspension score of medium-low performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score each year. Four strategies were identified to reach this goal and are as follows:

Strategy #1: Professional Development, Travel and Conference, Subs, and Outside Contracted Services  
Highly effective, immediately usable professional development to build content, support leadership development, implement behavior systems, and support student engagement. Including but not limited to:

- PBIS---rewards, banners, PD
- Restorative Justice---rewards
- AVID
- Safe School Ambassador
- Youth Empowerment
- Leadership and Character Development
- Attendance
- National Counselors Conference
- ASCA Standards
- Instructional Supplies as needed

Contract with an outside resource to enhance the education of our students.

- To improve student attendance.
- To build motivation and confidence in the student who may struggle in academic areas.
- To support learning through a variety of modalities.
- Provide guest speakers.
- Purchase school signage to promote our PBIS motto and goals

Strategy #2: Provide Teacher Release and Extra Time

- Provide teachers with substitutes to attend staff development and planning sessions during their duty day as well as compensate teachers for after school and training held during non-duty days.
- Compensate classified personnel for after school and training held during non-duty days.

Strategy #3: Supplemental Instructional Materials and Supplies, Duplication, Books & Reference School Plan for Student Achievement (SPSA) Page 53 of 82 Thomas Jefferson Middle School

Purchase materials and supplies to help support student engagement and behavior supports. Including but not limited to these areas:

- PBIS
- Restorative Justice
- AVID
- Safe School Ambassador

- Youth Empowerment
- Leadership and Character Development
- Counseling Curriculum
- Attendance
- Community Mentors
- Vests for student visibility during class time

#### Strategy #4: Field Trips and Entrance/Conference Fees

Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

### **Monitoring and Evaluating Effectiveness**

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

Madera Unified district staff provided the data for the school site improvement teams and facilitated the improvement science process. After determining the highest impact change idea, measurable metrics will be developed and agreed upon by school site and district staff for the monitoring and evaluation. Plan, do, study, act will be utilized on a quarterly basis to check progress and modification of the change idea will occur if necessary. The California School Dashboard will be used to further monitor the overarching progress of the specific indicators annually. However, Madera Unified will use local level assessments to monitor 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 designed as 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 component that captures the health of that area at the school site.

# Engaging Educational Partners

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

Madera Unified held community engagement meetings with the following educational partner groups between the months of July 2021 to May 2022:



**Student Voice - Hear Me Out Podcast:** In late 2021, the idea of a podcast was conceptualized as a way to highlight student voices, and gain insight into the raw, honest, and real experiences of students in Madera Unified schools. The Hear Me Out Podcast is the latest initiative in attaining student voice and was brought to life in February 2022 when the first episode was released. This podcast hopes to give students a voice to share with teachers, staff, and administration what students are going through and how we can use this information to make changes and improve our district for students. The podcast episodes so far have featured students in Middle School and High school, Newcomer students, and staff.

# THE PODCAST





Episode 1

New Episode every month 

Discussions about school climate and culture

Tune in as we hear directly from

- students
- parents
- staff



Release Date	Description	# of Streams
2/17/22 - Episode 1	Madera Unified proudly presents the first-ever district podcast Hear Me Out. This podcast is student-centered and allows students and staff an opportunity to share their thoughts and experiences within our schools. The interviews are raw and honest. We ask all Madera Unified staff to take time out of their day and truly listen to the voices of our students and staff.	250
4/1/22 - Episode 2	This episode is about students who share their opinion on what challenges they face at school. Relationships are discussed as they talk about a disconnect between the teachers and students & how they feel some of their teachers don't really care about them and are just there because it is their job.	198
5/9/22 - Episode 3	In this episode, you will hear from students who worked on the recent Madera Method project, which focused on the murder of Emmett Till. As part of this project, students were tasked with prosecuting the killers in a recent mock trial. Hear how the project made these students feel and how it affected them and the daily aspects of their lives.	56
Total Streams		504

**Student Voice - Windsong Production Videos:** Madera Unified partnered with Windsong Productions, a local high-quality video production company with a creative team of directors, writers, producers, editors, colorists, and animators. The company has headquarters in Fresno and was named to the Inc. 5000, a list of the fastest-growing private companies in the United State, to produce video communications much needed due to ongoing disparities related to race and ethnicity, among other needs significantly increased due to COVID-19. In the videos listed below, students discuss their experience in Madera Unified schools. Use of the videos to teach and provide a scope of students' needs has increased as time goes on and clips of these videos will be incorporated into a Student Champion course currently being developed in partnership with WestEd. The course will be taken by every Madera Unified School District employee.



- [Our Students' Voices](#)
  - This video is a compilation of students, past and present, sharing their experiences with our schools and teachers. Students share their personal stories about the struggles they face outside of the classroom and how it impacts their ability to learn in the classroom. Attention is placed on how teachers play a vital role in promoting a sense of belonging and engagement at school.
- [Linguistic Impact](#)
  - Our students come from a multitude of different backgrounds. In this video, past students recount the struggle of living in a Spanish-speaking household where parents were not able to help them academically. This resulted in their native language being perceived as a barrier to success instead of an asset that provides opportunities in the future.
- [Impact of "English Language Development" \(ELD\) Title](#)
  - Past students discuss their experience of being labeled as an ELD student in school and the social-emotional effects of this label. With the label comes the physical separation from the rest of the class and a feeling of being less than everyone else. The effects last past their days in grade school.
- [Parental Contribution](#)
  - Past students reflect on their parents' contribution to their education while in school. The language barrier often determined how involved a student would be in school and extracurricular activities, and recognitions. Many times the student had to also translate their own academic status to their parents without fully understanding. Parents struggling to provide the basic necessities made it difficult to engage in their child's academic success. They also share a message of encouragement with parents of Spanish-speaking students.
- [Culture & Challenges](#)
  - These students discuss how with their culture, came challenges they faced in the school setting. Students reflect on the physical sacrifices their immigrant and migrant parents have made in order to provide for their families. Some have experienced firsthand the labor-intensive work their parents endure. Stepping into their shoes has taught them respect for their parents and has motivated them to view education as the opportunity to be able to do something other than farm work.
- [Alternative Student Voice](#)
  - There is no denying the stigma that comes with being an "alternative" high school student. These students explain how that stigma impacts their learning and the obstacles they have to try to overcome to earn their high school diploma.
- [African-American Student Voice](#)
  - At Madera Unified, 20% of all African American students have been suspended one or more times, compared to all students at 6%. Why is this so disturbing? According to research conducted by the "Everyone Graduates Center" students are twice as likely to drop out of school if they have been suspended one or more times. In this video, students express their need to feel like they belong at Madera Unified.

**Student Voice Meetings with the Superintendent:** Student Voice Meetings are scheduled at 4:00 PM and held through Zoom meetings. The Student Trustee is responsible for recruiting members for the Student Voice Meetings and for putting an agenda together. The Student board member takes notes of the meeting. The office of the Superintendent will provide a Zoom link to the Student Trustee in a calendar invite which he/she is to share only with the members of the Student Voice for their school site. Educational partner groups were divided by the different high schools, Madera High, Madera South High, Torres High, and the alternative high schools.

Group	Attendees	Meeting Dates
Madera High School - Student Voice Meeting with Superintendent	Average four students per school site and three adults	12/16/21, 1/24/22, 3/14/22, 4/25/22
Madera South High School - Student Voice Meeting with Superintendent	Average four students per school site and three adults	11/2/21, 11/16/21, 2/15/22, 3/22/22, 5/3/22
Torres High School - Student Voice Meeting with Superintendent	Average four students per school site and three adults	10/25/21, 11/29/21, 3/28/22, 5/9/22
Alternative Education - Student Voice Meeting with Superintendent	Average four students per school site and three adults	11/8/21, 12/9/21, 2/28/22, 4/4/22, 5/16/22

**Virtual LCAP Community Meetings:** Due to the COVID-19 pandemic, LCAP community meetings were held virtually using the Zoom platform with parents, students, staff, and community members to obtain their feedback. From March 1-3, 2022, a total of three LCAP community meetings were held in the evening to allow for more time to obtain feedback. The table below provides the date, location, and the number of attendees for each meeting:





Welcome.  
Thank you for joining us. The webinar will begin shortly.

**Seminario Web en Vivo**  
**JUNTOS AVANZAMOS.**

Bienvenidos. Gracias por acompañarnos. El seminario web comenzará en breve.

**Panelist | Panelista**  
March 2, 2022

**HOST**  
**Babatunde Ilori**  
Executive Director of Accountability & Communications

**Jesse Carrasco**  
Area Assistant Superintendent, Purple Pyramid

**Oracio Rodriguez**  
Area Assistant Superintendent, Red Pyramid

**Lalo Lopez**  
Area Assistant Superintendent, Blue Pyramid

**Karen DeOrion**  
Director of School Culture & Climate

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Date	Meeting/Location	Group	Total # of Attendees
3/1/22	LCAP Community Webinar - Zoom	Parents, students, staff, community members	80
3/2/22	LCAP Community Webinar - Zoom	Parents, students, staff, community members	40
3/3/22	LCAP Community Webinar - Zoom	Parents, students, staff, community members	90
<b>Total</b>			<b>210</b>

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

Date	Meeting/Location	Group	Total # of Voting-Member Attendees
10/6/21	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	23
11/3/21	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	27
12/6/21	DELAC Meeting	Parents and staff	15
12/8/21	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	17
2/7/22	DELAC Meeting	Parents and staff	17
2/16/22	PAC Meeting	Parents, staff, community members	17
3/23/22	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	19
3/28/22	DELAC Meeting	Parents and staff	22
4/20/22	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	18
5/18/22	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	16
<b>Total</b>			<b>191</b>

**Consultation with SELPA:** Approximately 8% of Madera Unified students are considered a student with a disability. During a number of PAC meetings, discussions and feedback were provided focused on improving educational opportunities for students with disabilities. Madera Unified plans to hold targeted educational partner engagement sessions in the future to discuss ways to improve student achievement for students with disabilities. The future sessions will include the Special Education Local Plan Area or SELPA.

Madera Unified’s Director of Special Education services meets periodically with the Madera County SELPA to coordinate services for students and ensure students receive high-quality instruction. The feedback received during the SELPA meetings helps to inform action-oriented decisions at the school sites, which include staffing levels, accommodations, and other services needed to support students at school sites based on their individual educational plans.

On April 27, 2022, Madera Unified met with the Madera County Superintendent of Schools to discuss the current LCAP goals and the possibility of making changes. During the meeting, feedback from the Director of Special Education helped identify a need to make a change to a current indicator.

Original Indicator	Change Request
Students with Disabilities NWEA Mathematics Ready or Exceeds GLR	Students with Disabilities NWEA Reading/Math Best Target Met

**Local Bargaining Units:** MUTA and CSEA leadership requested for the LCAP feedback survey to be sent to all members of the bargaining units to allow them to provide feedback.

Survey	# of Responses
CSEA - Local Control and Accountability Plan (LCAP) Survey 2021-2022	43
MUTA - Local Control and Accountability Plan (LCAP) Survey 2021-2022	128

A summary of the feedback provided by specific educational partners.

**Student Voice - Hear Me Out Podcast:** Some of the common themes students have expressed so far:

- Students want to learn and get good grades.
- The workload feels like too much for students to juggle.
- The students who struggle feel like they are not capable of doing the work.
- Students who had to quarantine due to COVID or miss school from other health conditions don't feel as supported in their workload.
- Students want more specific conversations about mental health.
- Students have both felt like their opinion matters and doesn't matter.
- Many of the distractions that hinder their education come from other students: bad behaviors, racist jokes, homophobic speech, bullying, mental health challenges, etc.
- Some students have experienced teachers or adults in their schools who have talked down on them for being students.
- Students notice when teachers are not motivated to teach and when it is only a job to get a paycheck, which leads to students not feeling motivated to work and learn.
- Some students feel like burdens.
- Some students feel they are not treated to their maturity level by teachers and staff members.
- All students have experienced great teachers who want to teach and care about the students' education, but the negative experiences they've had affected them deeply.
- Students are split in their opinions on the diverse assignments they are given. Some feel it is not talked about enough, and others feel it is talked about too much to the point that it is dividing their peers.

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



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



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

District-level Parent Committees	Goal and Recommendation Ranked #1 by the group What are ways Madera Unified can improve in meeting this goal?
Parent Advisory Committee (PAC)	<p>Goal 1 - Provide early supports for children and their families before beginning school</p> <ul style="list-style-type: none"> <li>• Provide additional classes as far as technology goes so that parents can help their children with homework such as Common Core math, English, or science</li> </ul> <p>Goal 2 - Demonstrate equity before equality, providing resources based on student needs</p> <ul style="list-style-type: none"> <li>• Support students who not only have challenges but also those who are advanced. It's not equality if only certain children are being catered to in education and not all children.</li> </ul> <p>Goal 3 - Provide a high-quality education with aligned curriculum &amp; teaching</p> <ul style="list-style-type: none"> <li>• Look into why some teachers are not as committed as others, there has been a lot of absenteeism</li> <li>• Provide high-quality programs designed to improve students reading and writing skills</li> </ul> <p>Goal 4 - Recruit and retain highly qualified staff</p> <ul style="list-style-type: none"> <li>• Ensure teachers and support staff utilize the training and professional development provided to them through classroom observations and other forms of evaluation</li> </ul> <p>Goal 5 - Incentives &amp; supports for employees to continuously improve performance</p> <ul style="list-style-type: none"> <li>• Focus on the goal of improvement and learn to pivot because students' needs change, then re-adjust, evaluate where to adjust</li> </ul>

<p>District English Learner Advisory Committee (DELAC)</p>	<p>Goal 1 - Provide early supports for children and their families before beginning school</p> <ul style="list-style-type: none"> <li>Expand the Preschool program to offer more bilingual classrooms by hiring more bilingual teachers and teacher assistants for all early education classes. In addition to having good teacher assistance to support the students and teachers</li> </ul> <p>Goal 2 - Demonstrate equity before equality, providing resources based on student needs</p> <ul style="list-style-type: none"> <li>Hire more teachers who specialize in different learning disabilities to evaluate each student and find out the best way the child will learn according to their learning disability. Provide more teachers who specialize in special education for struggling students in a classroom. Many students with IEPs are struggling in school with certain subjects. However, they do not qualify for any special education support. Therefore, these children will continue to struggle and be more behind in school. Pay more attention to each student individually.</li> </ul> <p>Goal 3 - Provide a high-quality education with aligned curriculum &amp; teaching</p> <ul style="list-style-type: none"> <li>Continue expanding the different exposure available to children that allow them to learn. Provide more electives for children in grades 7-12 since there are only a few electives.</li> <li>Address the problem; educational opportunities are not equal. Higher performing students get the best and most fun curriculum, while low performing students get the curriculum to meet the state standards. The best way to improve is to get the higher-performing students to help lower-performing students in homework and in class with help from the staff.</li> </ul> <p>Goal 4 - Recruit and retain highly qualified staff</p> <ul style="list-style-type: none"> <li>Provide more training opportunities and more one-on-one coaches for the teachers and staff. Follow up with the new teachers.</li> </ul> <p>Goal 5 - Incentives &amp; supports for employees to continuously improve performance</p> <ul style="list-style-type: none"> <li>Provide more support for all the future teachers in the colleges and universities. (Make more investments into Teacher Residency Programs)</li> </ul>
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**Virtual LCAP Community Meetings:**

Madera Unified sent a LCAP Community Feedback Survey and received a total of 182 responses. Responses included the following.

Educational Partner Group	What are ways Madera Unified can improve in meeting this goal?
<p>LCAP Community Webinar participants (parents, students, staff, community members)</p>	<p>Goal 1 - Provide early supports for children and their families before beginning school</p> <ul style="list-style-type: none"> <li>Inform parents/families of the resources available to them (Free English, computer classes and social/emotional support)</li> <li>Better communication to parents (answering and following up on phone calls) &amp; having more staff that can communicate in their language (i.e. Spanish)</li> <li>More opportunity for parent involvement &amp; collaboration between parent and teacher</li> <li>Trainings for teachers to help them be more prepared, engaged, &amp; more passionate about teaching</li> <li>Preschool Programs at every elementary school site</li> </ul> <p>Goal 2 - Demonstrate equity before equality, providing resources based on student needs</p> <ul style="list-style-type: none"> <li>Having a positive and inviting environment at the campus to allow for more student, staff, and parent collaboration (asking for help, sharing concerns, and asking questions)</li> <li>Communication amongst teachers and parents to keep them updated on grades and areas of concerns to better help their student be successful</li> <li>Motivate students with activities, projects, or events that are more interesting and engaging to students (i.e. Battle of the Books)</li> <li>Ensuring teachers have the same goals to help students achieve success</li> <li>Inform parents about the current resources available</li> </ul> <p>Goal 3 - Provide a high-quality education with aligned curriculum &amp; teaching</p> <ul style="list-style-type: none"> <li>Check for student learning and understanding of material taught</li> <li>Offer support with tutoring for students that are falling behind or need additional support</li> <li>Hire teachers that are passionate about education and the success of their students</li> <li>Allow students to take more surveys to check for belongingness, academic, and</li> <li>Have a smaller ratio of students to teacher in the classroom</li> <li>More hands-on activities and less screen time (i.e. chromebooks)</li> </ul> <p>Goal 4 - Recruit and retain highly qualified staff</p> <ul style="list-style-type: none"> <li>New and veteran teachers should be consistently taking training courses</li> <li>Offer higher salaries for teachers</li> <li>Hire teachers that are passionate about teaching</li> </ul>

	<ul style="list-style-type: none"> <li>Remove current staff that currently does not meet these standards (i.e. remove tenure)</li> <li>Consider having substitutes take training courses because they are taking over classes so frequently due to COVID and teacher shortages</li> </ul> <p>Goal 5 - Incentives &amp; supports for employees to continuously improve performance</p> <ul style="list-style-type: none"> <li>Offer more training for all staff</li> <li>Offer equal support and recognition to each individual</li> <li>More pay</li> <li>Receive feedback from the teachers</li> <li>Help teachers and staff with advancements in their career</li> <li>A “better teacher” should receive more pay than a “bad” one (i.e. students testing better and having better overall grades means the teacher should be compensated more for their hard work)</li> </ul> <p>Goal 6 - Operational Services</p> <ul style="list-style-type: none"> <li>Fix phone systems and other things that are often out of order (i.e. air conditioning or heater)</li> <li>Look for more services to provide for the community</li> <li>Partner with more local resources in our community</li> <li>Partnering with colleges to prepare high school students for the future</li> <li>Less students in the classrooms and daily tutoring</li> </ul>
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Local Bargaining Units	What are ways Madera Unified can improve in meeting this goal?
Madera Unified Teachers' Association (MUTA)	<p>Goal 1 - Provide early supports for children and their families before beginning school</p> <ul style="list-style-type: none"> <li>Increase the amount of preschool programs to make it more accessible to all families and also make them full day</li> <li>Separate grade levels for students this young (i.e. no more TK-Kinder combo classes)</li> <li>Inform parents of the resources available to them</li> <li>Stronger community outreach for parents even before students are in TK</li> </ul> <p>Goal 2 - Demonstrate equity before equality, providing resources based on student needs</p> <ul style="list-style-type: none"> <li>More opportunities for students and counselors to meet</li> <li>Provide more resources to school sites which include enough staff, basic materials, and support in the classrooms to help all students be successful</li> <li>Provide tutoring services for students who need the additional help as well as students that want additional help</li> </ul> <p>Goal 3 - Provide a high-quality education with aligned curriculum &amp; teaching</p> <ul style="list-style-type: none"> <li>Allow teachers to have more planning/prep time</li> <li>Add additional GATE/advanced programs</li> <li>Allow teachers to have more professional development days and attend conferences</li> </ul> <p>Goal 4 - Recruit and retain highly qualified staff</p> <ul style="list-style-type: none"> <li>Offer more support and mentoring for new teachers</li> <li>More opportunity for teachers to attend professional development trainings</li> <li>More recognition, incentives, or rewards for their longevity and success</li> <li>Having supportive administration/leadership</li> </ul> <p>Goal 5 - Incentives &amp; supports for employees to continuously improve performance</p> <ul style="list-style-type: none"> <li>Allow for more professional development days (i.e. conferences and workshops)</li> <li>Recognition and incentives from a district level</li> <li>The salary schedule needs to allow for more pay past 14 years</li> </ul> <p>Goal 6 - Operational Services</p> <ul style="list-style-type: none"> <li>Provide better internet/wifi</li> <li>Create more positions for personnel working with students and less district level, administration, or coordinators</li> <li>Improvements with the transportation department (i.e. more drivers, more busses)</li> <li>Bring back Promethean Boards</li> </ul>
California School Employees Association	<p>Goal 1 - Provide early supports for children and their families before beginning school</p> <ul style="list-style-type: none"> <li>Better communication with parents</li> <li>Market the resources available better to parents</li> </ul>

<p>(CSEA) Feedback Survey</p>	<ul style="list-style-type: none"> <li>● Resources for trauma informed teaching</li> <li>● Head start and preschool program opportunities</li> </ul> <p>Goal 2 - Demonstrate equity before equality, providing resources based on student needs</p> <ul style="list-style-type: none"> <li>● Providing support for students with low performance</li> <li>● Counselor and support staff at every site</li> <li>● Providing parenting classes</li> </ul> <p>Goal 3 - Provide a high-quality education with aligned curriculum &amp; teaching</p> <ul style="list-style-type: none"> <li>● Accountability for teachers performing below the standard</li> <li>● Courses on life skills as well as career paths</li> <li>● Collaboration and communication amongst teachers and parents</li> </ul> <p>Goal 4 - Recruit and retain highly qualified staff</p> <ul style="list-style-type: none"> <li>● Professional development and training opportunities for new and current staff</li> <li>● Support for new teachers</li> <li>● Opportunities for working remotely</li> <li>● partner with colleges to offer career opportunities to get qualified staff</li> </ul> <p>Goal 5 - Incentives &amp; supports for employees to continuously improve performance</p> <ul style="list-style-type: none"> <li>● Provide opportunity for professional development and attend trainings</li> <li>● Explain the career ladder for every role to keep staff motivated</li> <li>● Show more recognition and appreciation for staff</li> </ul> <p>Goal 6 - Operational Services</p> <ul style="list-style-type: none"> <li>● Feedback from parents and students about agencies they would like services from</li> <li>● Communication amongst staff to ensure all have the same goal</li> </ul>
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**Feedback from Student Voice Meetings with the Superintendent** - Students express the need to help make school a better and safer place for students. They want their voices to be heard so that they can make changes to better their learning environment.

Themes
<ul style="list-style-type: none"> <li>● Water bottle filling station dispensers - filters to be changed more often (red light)</li> <li>● Splitting up the lunch (more messy) <ul style="list-style-type: none"> <li>○ To prevent fights <ul style="list-style-type: none"> <li>■ Students filming fights</li> <li>■ Students betting on students <ul style="list-style-type: none"> <li>● Causing incentives</li> </ul> </li> <li>■ Security at the wrong place - takes a while for them to get there <ul style="list-style-type: none"> <li>● Focus is not necessarily in the right place</li> <li>● Focusing on dress code instead of two girls almost physically into it</li> </ul> </li> <li>■ The longer the lunch, the more trouble students get into <ul style="list-style-type: none"> <li>● 35 min. - not long enough</li> <li>● 45 min. - right amount</li> <li>● 60 min. - trouble</li> </ul> </li> <li>■ What do we do to increase engagement?</li> <li>■ What do we do to increase student culture?</li> <li>■ Since Mrs. Rodriguez warned students that students who fought were going to get 30 days suspension from having outside lunch</li> </ul> </li> <li>○ Takes away from friends - unsure which lunch you'll wind up having</li> <li>○ Two lunches to be able to feed all those students in that time period</li> <li>○ Clubs that meets during lunch has its drawbacks</li> </ul> </li> <li>● Why is milk free, but water needs to be purchased <ul style="list-style-type: none"> <li>○ Lactose intolerant students need doctor's note</li> <li>○ Water fountains not clean <ul style="list-style-type: none"> <li>■ (unsanitary - touching - mouth touching)</li> <li>■ Pennies in water fountains</li> </ul> </li> </ul> </li> <li>● Students don't have pride for their school</li> </ul>

- Mr. Rodriguez shared his experience as MSHS opened - took a few years to build that “pride” and eventually there was a lot to be proud of.
- Challenge - is an opportunity. You (students) can decide the culture and what you want it to be like as the founding members
  - What it’s like to be a Toro
  - Leadership - if you don’t like what you see, say something and start acting
- ASB - “horns up” (hand gesture)
- Do things in small groups (10-20 students)

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

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

Goal	Response to Recommendations Based on Goal Type
<p>Goal 1 - Provide early supports for children and their families before beginning school</p>	<p>The Board recently approved the development of a new Parent Champion Video Series which will feature the following topic areas:</p> <ul style="list-style-type: none"> <li>● Madera Unified Identity Documents</li> <li>● Parent Handbook</li> <li>● School Site Council</li> <li>● Advisory Committees</li> <li>● Guaranteed and Viable Curriculum</li> <li>● MEtoBE Reports</li> <li>● Parent-Teacher Conferences</li> <li>● ParentSquare &amp; Parent Portal</li> <li>● And many more additional topics</li> </ul> <p>Furthermore, Madera Unified’s Parent Resource Centers will continue to offer and expand educational courses to parents in technology and other areas of need such as homework.</p>
<p>Goal 2 - Demonstrate equity before equality, providing resources based on student needs</p>	<p>The Board recently approved a significant hourly salary increase for teachers who provide students with tutoring support after school. Teachers identify students to receive tutoring support based on need. Historically, teachers received \$35 per hour for after school tutoring; now, teachers receive \$55 per hour to tutor students after school. This represents a 57% increase per hour. Madera Unified will provide advanced learners with opportunities to accelerate learning through specialized programs and competitions such as the Read-A-Thon. Furthermore, our district provides Teachers with Advanced Learner stipends to provide students with high quality instruction. Madera Technical Exploration Center (Madera TEC) has attracted a number of 8th grade students who are advanced learners. Students are excelling in learning the content and have already demonstrated mastery in content taught at the high school level. Work has already started to allow students to continue to accelerate learning in their respective career pathways.</p>
<p>Goal 3 - Provide a high-quality education with aligned curriculum &amp; teaching</p>	<p>A major reason why staff absenteeism has gone up is due to the spread of COVID-19. Our district will continue to partner with the Madera County Public Health Department to increase the percentage of employees and students who are fully vaccinated. Fully Vaccinated people are less likely to contract COVID-19. If a fully vaccinated person does have COVID-19, they tend to recover more quickly and have fewer symptoms. These efforts and frequent COVID-19 testing will help us improve staff absenteeism due to COVID-19. Additionally, our district has increased the number of permanent substitute teachers and raised their compensation to \$250 per day which includes benefits. These teachers have been instrumental in providing stability to our school sites due to the impact of COVID-19. Furthermore, the Madera Unified Teachers Association (MUTA) members recently approved an agreement that requires teachers to provide the evidence for personal necessity when using a “No Tell Day” on Fridays or Mondays. We believe that this agreement will significantly reduce the number of days teachers are absent during instructional days in the school year.</p> <p>The graduate profile learner defense is a culminating activity that students have to complete using the 6 graduate profile attributes.</p> <p>The graduate profile learner defense provides students with a high quality rigorous project that allows students to demonstrate and improve their reading, writing and overall communication</p>

	<p>skills along with all the other graduate profile attributes. Students not only are required to present, but they also have to answer questions from a panel. Current 9th grade students will be required to complete the graduate profile learner defense as a part of the graduation requirement.</p>
<p>Goal 4 - Recruit and retain highly qualified staff</p>	<p>Our district has made significant investments into high quality professional development for employees. All Principals, Vice Principals and a number of district office leaders have completed all required courses to receive their National Institute in School Leadership (NISL) certification through the National Council of Education and the Economy (NCEE). The NCEE NISL program is a widely used research-proven professional learning program for school leaders across the United States. NISL prepares school leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture with a focus on equity. Our district has also developed a local level district accountability system called the Madera Learning System (MLS). The MLS articulates a clear set of higher expectations than what exists both at the state and federal levels. The purpose of the MLS is to provide the district community with a multiple measures report on how well the school is performing based on Academic, Engagement and Management indicators. The MLS identifies high performing schools that meet recognition criteria in addition to schools that require technical assistance. Schools who require technical assistance will receive additional support and be monitored more closely through the validation visit process. Additionally, site leaders will utilize equity report cards to have discussions with teachers on overall classroom performance and ways to leverage professional development and training to support growth.</p>
<p>Goal 5 - Incentives &amp; supports for employees to continuously improve performance</p>	<p>Madera Unified has made major investments into developing systems of continuous improvement. The Strategic Action Plan (SAP) is a foundation to our system for continuous improvement. Our district will continue to improve and strengthen the SAP team. The SAP process is completed by the SAP team. The SAP team includes the school site administration, Teacher leaders, Counselors, and other people identified by the site administration team as leaders who need to participate in the SAP process. The SAP tool guides you through all the different steps of the improvement science process. This includes identifying the problem you want to solve, conducting a causal system analysis, developing a driver diagram, and creating a Plan-Do-Study-Act (PDSA) that will be used to monitor whether the change idea is providing the school with the desired outcomes.</p> <p>We have held a number of Board Workshops to discuss goals for our district. A major focus goal for next year is to ensure that 80% or more of our students meet or exceed their individualized academic target during the next school year. Our vision for our district is to set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve. This is why we have made major investments to ensure every student has individualized rigorous academic targets we will support students in achieving.</p>

# 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 family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child’s first teacher and this is why we support parents and guardians with training in technology and in 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 be provided with nutrition and connections with our community partners for resources.

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Reading Fluency (K-2nd) (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: EL: FY: HY: SWD: 2021/2022 will be baseline	ALL: 11.2% EL: 8.0% FY: 8.7% HY: 4.2% SWD: 2.7% Meet or Exceeds in all assigned domains on the Spring 2021-2022 administration			ALL: EL: FY: HY: SWD: Outcome set after 2021-2022 school year  ALL: 50% EL: 40% FY: 40% HY: 40% SWD: 30%
NWEA Mathematics (1st-2nd) (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	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			ALL: EL: FY: HY: SWD: Outcome set after 2021-2022 school year

Data Source: NWEA Assessment Results		Average on the Spring 2021-2022 administration			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 - 70%, School Belonging - 70%, School Climate - 65%, School Engagement - 60%
DELAC/ELAC/PAC/SC 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			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 - 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			1,800 parents

Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation in 2019/2020	Full Implementation			Full Implementation
Preschool Data Source: Student Information System	272 students enrolled 2020-21	376 Students enrolled 2021-2022			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			Outcome will be set after 2021-2022 school year  <i>Social and Emotional Development - 80%, Language and Literacy Development - 80%, CognitionL Math - 80%</i>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Partner with community agencies and promote early childhood development classes at our Parent Resource Centers	Partner with community agencies such as Cal-Safe, State Preschools, Madera County Superintendent of Schools Early Education Program, Migrant Preschool Program, Local Childcare and Development Planning Council, Community Action Partnership of Madera County and other organizations to expand access to high quality preschool programs for future Madera Unified students.	\$1,111,497	N
2	Implementation of Full Day Preschool at La Vina Elementary School	License La Vina State Preschool to provide 15 full day/full year slots for 3 and 4 year old children whose families meet the state income guidelines.	\$225,860	N
3	Recruit and retain highly qualified early childhood education teachers	Conduct a study to compare MUSD compensation (salary) for similarly qualified early childhood education teachers in other districts. If a discrepancy is indicated, work with MUTA and the district to make salary adjustments to allow MUSD to recruit and retain highly qualified early childhood teachers.	\$1,487,477	N

4	Provide play-based learning and standards-aligned curricula	Utilize Frog Street curriculum in MUSD programs serving children 0-5 years old. Frog Street is a comprehensive, research-based curriculum that integrates instruction across developmental domains and early learning disciplines; and aligns with the California Foundations and Curriculum Frameworks.	\$150,000	N
5	Increase instructional minutes for Kindergarten students	Increase instructional minutes for kindergarten students to allow students to receive a full day of instruction.	\$4,147,182	Y
6	Set aside time weekly for teachers collaboration time	Preschool teachers will be provided with the option to take part in weekly collaborative sessions paid on timesheets	\$50,000	N
7	Build a Madera "Lighthouse For Children"	Madera Unified will begin the planning phase to develop a Madera Lighthouse for Children. The Madera Lighthouse will be the home of programs, services and training opportunities in support of young children and their families.	\$0	N
8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	Madera Unified will develop and maintain high-quality communications targeting Spanish speaking parents in the community with preschool aged children. The communication and marketing will be used to promote the preschool programming offered to families in the community.	\$5,100	N
9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Use the Unite Us platform to make electronic referrals to connect students and families to resources in the community. Continue to support comprehensive and collaborative PRCs to meet the needs of families through various educational and leadership workshops.	\$789,764	Y
10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	Provide informative and hands-on Parent Portal/Parent Square Workshops for new MUSD families and families with children TK-1st to help them understand the importance of and how to navigate the district main channels of communication.	\$372,345	Y
11	Universal Transitional Kindergarten (TK) expansion	The district will Invest \$28,000 in each TK classroom to meet ECERS Early Childhood Environment Rating Scale compliance. A TK Teacher Professional Development learning plan has been developed and implemented. Topics include but not limited to California Preschool Learning Foundations, California Preschool Curriculum Framework, Desired Results Developmental Profile Assessment Tools, Classroom Assessment Scoring System, The Center on the Social and Emotional Foundations for Early Learning, Ages and Stages Questionnaire, and Ages and Stages: Social Emotional. 15 additional TK Paraprofessionals, Early Childhood Learning Specialist, Early Childhood Education Teaching	\$314,633	N

		Specialist will be and/or have been hired. Additional Facilities services and operations, community engagement and partnerships, workforce recruitment, and C&I and Assessment considerations are planned for proper expansion.		
12	Expansion of California State Preschool Programs	Hire and train to meet staffing required to meet the preschool licensing requirements and facility upgrades will be necessary. Additional administrator training has been developed and being implemented. Additionally 14 Preschool Aides will be hired and 2 CalSAFE Aides will have increased hours from 4 to 6.	\$162,600	N

## Goal Analysis for 2021-2022

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

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

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

Implementation Status: Beginning Development

The early childhood education program continues to provide educational workshops and resources for parents like: Positive Parenting solutions and Parent and Child Time. They have a referral system in place where parents get referred to other early education programs and community resources. CSPRC has provided virtual resources for early childhood parents like computer literacy classes and involvement in the Parent and Community Engagement Conference.

### Action 2 - Implementation of Full Day Preschool at La Vina Elementary School

Implementation Status: Initial Development

All MUSD State Preschool programs will be licensed for the 2022-23 school year.

### Action 3 - Recruit and retain highly qualified early childhood education teachers

Implementation Status: Exploration and Research

This work has not been initiated and is in the beginning development phase.

### Action 4 - Provide play-based learning and standards-aligned curricula

Implementation Status: Full Implementation

No substantive difference in planned action compared to the actual implementation.

### Action 5 - Increase instructional minutes for Kindergarten students

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation.

### Action 6 - Set aside time weekly for teachers collaboration time

Implementation Status: Initial Development

No substantive difference in planned action compared to the actual implementation.

### Action 7 - Build a Madera “Lighthouse For Children”

Implementation Status: Exploration and Research

This action is being eliminated for consideration at this time.

### Action 8 - Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community

Implementation Status: Initial Development

No substantive difference in planned action compared to the actual implementation.

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

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

All classes were offered virtually, resulting in budget savings since childcare and/or food were not being provided for classes and workshops.

**Action 2 - Implementation of Full Day Preschool at La Vina Elementary School**

None.

**Action 3 - Recruit and retain highly qualified early childhood education teachers:**

None.

**Action 4 - Provide play-based learning and standards-aligned curricula:**

None.

**Action 5 - Increase instructional minutes for Kindergarten students:**

None.

**Action 6 - Set aside time weekly for teachers collaboration time:**

None.

**Action 7 - Build a Madera “Lighthouse For Children”:**

This action is being eliminated for consideration at this time.

**Action 8 - Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community**

None.

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

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

Effectiveness of Action: Somewhat Effective

Parental education and access to community resources is key and fundamental in providing adequate support to families. Madera Unified saw an TBD (number will be updated by end of June) increase in the number of parents completing childhood development classes during the 21-22 school year. This action has made a direct impact on Parent Participation in Programs for Unduplicated Pupils metric. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 2 - Implementation of Full Day Preschool at La Vina Elementary School**

Effectiveness of Action: Effective

La Vina Elementary is fully licensed and operational. The implementation of Full Day Preschool at La Vina Elementary School has resulted in an 11 student increase completing the preschool program. In May a drive through enrollment event was held to boost enrollment for the 2022-2023 school year. This has resulted in an 164 student increase when compared to the 2019 enrollment number. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 3 - Recruit and retain highly qualified early childhood education teachers**

Effectiveness of Action: N/A

This implementation is still in the Exploration and Research stage and the specific recruitment and retainment of highly qualified early childhood education teachers has not started. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 4 - Provide play-based learning and standards-aligned curricula**

Effectiveness of Action: Effective

Frogstreet Curriculum has been fully implemented and supported in all State Preschool Program classrooms. This has resulted in the following Desired Results Developmental Profile (DRP), 51% of students meeting their Social Emotional Development and 41% Language and Literacy Development and 50% Cognition Math. The continued implementation of

Frogstree Curriculum will support positive improvements in DRP. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 5 - Increase instructional minutes for Kindergarten students**

Effectiveness of Action: Highly Effective

This action has been very effective as the full implementation and sustainability phase has been achieved. Madera Unified's Kindergarten instructional minutes is 150 more (average; varies by site) than the state minimum of 180 minutes per day for students in Kindergarten. This action will directly impact the NWEA reading fluency results for Kindergarten students. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 6 - Set aside time weekly for teachers collaboration time**

Effectiveness of Action: Effective

The weekly collaboration for State Preschool teachers was highly effective as it provided a weekly opportunity for teachers to collaborate. This action has made a direct impact to the Desired Results Developmental Profile results. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 7 - Build a Madera "Lighthouse For Children"**

Effectiveness of Action: N/A

During the Exploration and Research phase it was determined that this was not a fiscal or operational viable short-term action so this action is being eliminated for consideration at this time.

**Action 8 - Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community**

Effectiveness of Action: Somewhat Effective

The preschool promotional flyer was developed and mass mailed across the district. However, there is evidence that the 93636 zip code has not received the mailers. This action directly impacts the preschool enrollment indicator. Madera Unified believes this action may negatively impact preschool enrollment in the future.

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

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

This school year was very unique in the sense that schools were open for students but not necessarily open for parents to visit or attend in-person parent classes or workshops. However, this has demonstrated that virtual classes can be successful and effective. A hybrid model of virtual and In-person classes are being considered for the new school year.

**Action 2 - Implementation of Full Day Preschool at La Vina Elementary School**

None Expected.

**Action 3 - Recruit and retain highly qualified early childhood education teachers**

None Expected.

**Action 4 - Provide play-based learning and standards-aligned curricula**

The California State Preschool Program expansion and Transitional Kindergarten expansion timing has meant both groups will benefit from this action. Additionally, Twig Science curriculum has been implemented at the TK level and teachers were provided professional development.

**Action 5 - Increase instructional minutes for Kindergarten students**

None Expected.

**Action 6 - Set aside time weekly for teachers collaboration time**

None Expected.

**Action 7 - Build a Madera "Lighthouse For Children"**

This action is being eliminated for consideration at this time.

**Action 8 - Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community**

Madera Unified will work with the US Postal Service to complete a full audit of the mass mailers sent to market our preschool programs and We Believe Newspaper.

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

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

Goal	Description
2	We believe in equity before equality which is why we expect that all students, including those who come 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 that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “Good” Repair Measured by Facility Inspection Tool (FIT) Data Source: California Dashboard Rubric	0 instances where facilities do not meet the "good repair" standard 2019/2020	0 instances where facilities do not meet the "good repair" standard			0 instances where facilities do not meet the "good repair" standard
Suspension Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD =	ALL: 4.2% EL: 3.6% FY: 11.8% HY: 5.5% SWD: 7.8%	ALL: 3.6% EL: 3.6% FY: 7.4%			ALL: 4.5% EL: 4.5% FY: 4.5% HY: 4.5% SWD: 4.5%

Students with disabilities) Data Source: California Dashboard	in 2019/2020 (Pandemic shortened year)	HY: 5.2% SWD: 6.4%			
Expulsion Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 0.18% EL: 0.19% FY: 0.88% HY: 0.17% SWD: 0.43% in 2019/2020 (Pandemic shortened year)	ALL: 0.25% EL: 0.29% FY: 0.87% HY: 0.11% SWD: 0.41%			ALL: 0.10% 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 - 60%, School Belonging - 50%, School Climate - 50%, School Engagement - 35%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	<p>Develop a professional development plan to support literacy development, using student performance data, effective teaching practices and literacy curriculum for all school leaders.</p> <p>Support and monitor professional learning and ongoing job-embedded supports that teachers need to provide strong literacy instruction for all students.</p> <p>Establish peer observation cycles to share best practices.</p> <p>Provide teachers with a minimum of 50 minutes of preparation and planning time on a daily basis. 15% of the teachers salary</p> <p>15% of a teacher's daily time has been estimated to be used for preparation and planning time.</p>	\$13,026,552	Y
2	Develop an Inclusive and Equitable Culture	Fully support and implement the Student Bill of Rights.	\$448,685	Y

3	Develop systems to pair teachers based on student needs	Develop criteria to identify highly effective teachers Place identified teachers with students based on their educational needs	\$90,000	Y
4	Maintain and Increase Extended Learning Opportunities for Students	Fully implement extended learning opportunities plan. Please visit this website to access more information on the Expanded Learning Opportunities Grant.	\$10,866,893	N
5	Implementation of Site Specific Intervention Budget	Implementation of title 1 site budget	\$3,850,285	N
6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Implement a high-quality comprehensive program for English learners that includes the following: Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels.  Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development.  Implement an instructional monitoring system that includes tools which measure English learner academic progress and the effectiveness of teaching and learning in the classroom  Research effective instructional models and programs Implementation of an English Learner Task Force  Intensive PD in content and structure of the ELPAC  The budgeted funds will be used to provide employees with professional development.	\$916,829	Y
7	Maintain and Expand Educational Services to Special Education Students	Increase services for special education students. Our Special Ed population is approx. 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentration funds support the Special Education program and have increased and improved services to this population.  Hire additional Speech teachers to provide improved services to students based on their needs  Teachers receive necessary professional development and support  Improve coordination between the special education teacher and general education teacher.  Increase the number of students with disabilities who are educated in the least restrictive environment.	\$29,763,167	N

		<p>Improve performance level of students with disabilities in English Language Arts and Mathematics CAASPP scores by increasing overall performance level points and reducing the distance (points below standard) to meet grade level standard expectation.</p> <p>Parents with children who are receiving special education services are given opportunities to provide feedback on ways to improve educational outcomes for students through different meeting sessions such as IEP meetings and SST's.</p>		
8	Continue reducing the average class size and eliminate the need for combo classes	Add 4 teachers in 4th grade to reduce class size to 30:1 at schools with available space. Add 12 teachers to avoid combo classes in lower grades TK through 3rd Grades.	\$1,842,528	Y
9	Maintain and Expand Interpretation and Translation Services	Hire and maintain translators to provide support to families across the district	\$669,104	Y
10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Hire and maintain paraprofessionals to provide support to students and teachers across the district	\$2,932,710	Y
11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	<p>Continue to work collaboratively and consistently with identified educational partners so that we continue to implement the English Learner Master plan with fidelity. Link to plan - <a href="https://www.madera.k12.ca.us/domain/1395">https://www.madera.k12.ca.us/domain/1395</a></p> <p>Budget will be used to implement the Dual Immersion Program.</p>	\$638,460	Y
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.	<p>Architect fees and planning cost for new K-8 school.</p> <p>Purchase land for second new K-8 school</p>	\$2,500,000	N
13	Increase both instructional and planning time for teachers	<p>Increase both instructional and planning time for teachers to provide differentiated instruction to students with the highest needs. Elementary students will receive approximately 180 additional instructional minutes per week with a high quality Teacher. Furthermore, teachers will receive increased preparation and planning time at the elementary level through coordination with the enrichment teachers.</p> <p>22% of TK to 6th grade teachers' time has been used to calculate the increase in instructional minutes.</p>	\$12,489,135	Y
14	Development and implementation of Parent Champion Workshop series	Parents will receive workshops and support at Madera Unified's Parent Resource Centers to educate parents on a number of critical areas such as the reclassification process, guaranteed and viable curriculum, school site	\$100,000	Y

		council, english language advisory committee and the graduate profile to name a few items.		
15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade.	Widely promote Parent Champion Videos using diverse and equitable delivery techniques.	\$120,310	Y
16	Provide Teachers with Additional Pay for Tutoring during extended learning times	After examining the amount of learning loss that occurred due to the COVID-19 pandemic, it was clear that the need for certificated tutoring was necessary to mitigate learning loss. Certificated tutors pay has been increased to \$55 an hour to encourage Certificated tutor participation.	\$1,980,000	N
17	Maintain the Attendance Call Center	The Madera Unified Attendance Call Center will be responsible for facilitating the communication between student households and Madera Unified on all matters specific for attendance. Initially, the call center associates will primarily be in charge of outreach for potentially truant student absences. After the process has been tightened around truancy, we can see the call center being utilized for not only outreach, but also all incoming attendance requests as well.	\$1,802,664	N
18	Implement and Maintain Cal-Safe program	The California Safe program was designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills, and to provide a quality child care and development program for their children.	\$937,848	Y

## Goal Analysis for 2021-2022

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

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

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

Implementation Status: Full Implementation

During the 2022-23 school year, Elementary teachers will receive 200 minutes a week for planning and preparation. Secondary teachers will be provided one prep period a day for planning and preparation.

### **Action 2 - Develop an Inclusive and Equitable Culture**

Implementation Status: Initial Implementation

The Student Services and School Culture & Climate Department created Student Bill of Rights (SBOR) and Student Believer posters for every classroom in MUSD. The posters were translated into Spanish for DLI, Newcomers and Spanish Language classrooms. District Culture & Climate coaches developed elementary and secondary lesson plans to instruct students about their rights and responsibilities. Lessons were provided to site administrators to share with their teachers. To date, 3 MUSD teachers have utilized the Elementary SBOR lessons and 154 Secondary lessons have been taught. The Culture & Climate team is recreating lessons for all grade spans for the 2022/23 school year, to be shared at Leadership Academy in July.

### **Action 3 - Develop systems to pair teachers based on student needs**

Implementation Status: Beginning Implementation

A memorandum of understanding was reached with the Madera Unified Teachers Association to move high performing teachers to high need schools. Teachers who are transferred will receive an additional \$5K per year in salary. Sierra Vista elementary school was identified as a high need school. 99% of students at Sierra Vista are considered unduplicated.

#### **Action 4 - Maintain and Increase Extended Learning Opportunities for Students**

Implementation Status: Initial Implementation

This action needs to reflect the new legislation regarding the Expanded Learning Opportunities Program. Ed Code Section 46120(b)(1)(A) and (B) provide the following:

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day. For at least 30 non schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day. Madera Unified plans to provide students with significantly more expanded learning opportunities during the 2022-23 school year by utilizing the Expanded Learning Opportunities Grant.

#### **Action 5 - Implementation of Site Specific Intervention Budget**

Implementation Status: Full implementation and sustainability

No substantive difference in planned action compared to the actual implementation.

#### **Action 6 - Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards**

Implementation Status: Initial Implementation

No substantive difference in planned action compared to the actual implementation.

#### **Action 7 - Maintain and Expand Educational Services to Special Education Students**

Implementation Status: Full implementation

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

#### **Action 8 - Continue reducing the average class size and eliminate the need for combo classes**

Implementation Status: Full implementation and sustainability

Staffing Projections have been and will continue to be reviewed annually and adjustments are made accordingly to eliminate the need for combination classes and to continue to reduce the average class size.

#### **Action 9 - Maintain and Expand Interpretation and Translation Services**

Implementation Status: Full implementation

Madera Unified has eight full-time Spanish Translator/Interpreter positions within the district. Our Translators/Interpreters provide oral interpretation for site and district meetings including, but not limited to, IEP's, 504's, SST's, ELAC, DLAC, Board of Education meetings, etc.. Written translation is provided for district documents as well as site documents. At this time, there are four open translator/interpreter positions vacant. The Personnel Commission continues to advertise and recruit to find qualified candidates to fill these vacant positions.

#### **Action 10 - Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant**

Implementation Status: Initial Implementation

The additional paraprofessionals hired are supporting Transitional Kindergarten and Kindergarten classrooms only.

#### **Action 11 - Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)**

Implementation Status: Initial Implementation

No substantive difference in planned action compared to the actual implementation.

#### **Action 12 - Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles**

Implementation Status: Initial Implementation

No substantive difference in planned action compared to the actual implementation.

### **Action 13 - Increase both instructional and planning time for teachers**

Implementation Status: Full implementation

This action is representative of the planning and preparation time that all Elementary teachers are receiving because of the implementation of the Elementary elective programs.

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

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

None.

### **Action 2 - Develop an Inclusive and Equitable Culture**

Last years planned expenditures was \$31,000 compared to the estimated actual expenditures of \$496,000 The main reason for this difference is due to the the Climate and Culture department adding additional resources including Climate and Culture Coaches.

### **Action 3 - Develop systems to pair teachers based on student needs**

None.

### **Action 4 - Maintain and Increase Extended Learning Opportunities for Students**

There is a significant increase in the funding from the state. This year MUSD received \$11 Million and we are projected to receive \$22 Million for the 22-23 school year.

### **Action 5 - Implementation of Site Specific Intervention Budget**

Last year's planned expenditures was \$4.2 million compared to the estimated actual expenditures of \$3 million.

### **Action 6 - Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards**

Last year's planned expenditures was \$1.8 million compared to the estimated actual expenditures of \$1.2 million. The main reason for this difference is due to the inability to find highly qualified English Language Development (ELD) Coaches. The funds will be rolled over for the next school year, where the goal will be to recruit and retain the ELD Coaches.

Madera Unified received an additional \$700,000 from a Federal grant that was also be used to support this action.

### **Action 7 - Maintain and Expand Educational Services to Special Education Students**

Last year's planned expenditures was \$29.8 million compared to the estimated actual expenditures of \$26 million. The main reason for this difference is due to the inability to find highly qualified Special Education Teachers. The funds will be rolled over for the next school year, where the goal will be to recruit and retain the Special Education Teachers.

### **Action 8 - Continue reducing the average class size and eliminate the need for combo classes**

None.

### **Action 9 - Maintain and Expand Interpretation and Translation Services**

Madera Unified has eight full-time Spanish Translator/Interpreter positions within the district. Our Translators/Interpreters provide oral interpretation for site and district meetings including, but not limited to, IEP's, 504's, SST's, ELAC, DLAC, Board of Education meetings, etc.. Written translation is provided for district documents as well as site documents. At this time, there are four open translator/interpreter positions vacant. The Personnel Commission continues to advertise and recruit to find qualified candidates to fill these vacant positions.

### **Action 10 - Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant**

Last year's planned expenditures was \$1.6 million compared to the estimated actual expenditures of \$900K. The main reason for this difference is due to the inability to find highly qualified Paraprofessionals. The funds will be rolled over for the next school year, where the goal will be to recruit and retain the Paraprofessionals.

### **Action 11 - Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)**

The full budgeted amount was not used because other grant money became available and therefore the grant money was utilized as that funding had specific time ranges for it to be used.

**Action 12 - Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles**

None.

**Action 13 - Increase both instructional and planning time for teachers**

Last year's planned expenditures was \$11.4 million compared to the estimated actual expenditures of \$11 million. The main reason for this difference is due to Teacher extra time was paid using the one-time COVID-19 funds. The funds will be rolled over for the next school year, where the funds will be used to increase students instructional time with a highly qualified Teacher.

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

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

Effectiveness of Action: Somewhat Effective

This action was implemented, but impacted due to the COVID-19 pandemic which resulted in the shifting of priorities (i.e. teachers were not able to use their preparation and planning time consistently and were used as substitutes due to COVID-19). The district will implement a survey vetted by Hanover Research to measure the effectiveness of instruction. Madera Unified believes this action will eventually make a positive impact to low income, emergent multilingual students (English learner) and foster youth students on one or more of the goal indicators listed above. More specifically, Safety and School Connectedness and suspension and expulsion.

**Action 2 - Develop an Inclusive and Equitable Culture**

Effectiveness of Action: Somewhat Effective

Lessons were provided to site administrators to share with their teachers. To date, three Madera Unified teachers have utilized the Elementary Student Bill Of Rights lessons and 154 Secondary lessons have been taught. The Culture & Climate team is recreating lessons for all grade spans for the 2022-23 school year, to be shared at Leadership Academy in July 2022. Madera Unified believes that the lessons that were taught will positively impact one or more of the goal indicators listed on the 2022 dashboard.

**Action 3 - Develop systems to pair teachers based on student needs**

Effectiveness of Action: Effective

Discussions with labor partners have begun and criteria for identification has been board approved; Sierra Vista may be a target school for implementing a system to pair teachers based on student needs in the 2022-23 school year. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. As the 2022-23 school year starts we will learn more about the effectiveness of this action but we believe these changes will make a positive impact to low income, emergent multilingual students (English learner) and foster youth students on one or more of the goal indicators listed above.

**Action 4 - Maintain and Increase Extended Learning Opportunities for Students**

Effectiveness of Action: Somewhat Effective

This program will launch in the summer of 2022. The district will conduct a feedback survey to measure effectiveness. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 5 - Implementation of Site Specific Intervention Budget**

Effectiveness of Action: Somewhat Effective

The specific actions have been limited in their effectiveness because of various factors. Other funding sources such as COVID, ESSER, Educator Effectiveness, and other grants had to be expended before Title I funds. Therefore, the utilization of these funds to support the actions and the goals has not been to the desired outcomes. The limitation of Assessment date and Dashboard data. Our actions and goals are data driven by these state indicators. We have moved to local indicators that are different from the state data. This does not give us a clear picture as to how we are progressing in our Educational, Climate & Culture, Parent Involvement, and Technology goals. The lack of onsite instruction has also resulted in lack of engagement from teachers and students and increased behaviors and social emotional needs. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**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

The actions are appropriate and aligned to the upcoming work with administrators and teachers to improve the instruction for all Second Language Learners. School leaders completed the ISET professional development training. Madera

Unified believes this action will make a positive impact on the ELPI indicator for our multilingual (English Learner) students.

**Action 7 - Maintain and Expand Educational Services to Special Education Students**

Effectiveness of Action: Somewhat Effective

**Action 8 - Continue reducing the average class size and eliminate the need for combo classes**

Effectiveness of Action: Somewhat Effective

Class sizes are reviewed annually during staffing projections and adjustments are made accordingly. 4th grade class size reduction at 30 students per class has been implemented across the district. Madera Unified saw a significant increase in the 2019 CAASPP results prior to COVID-19. Madera Unified believes this action will positively impact ELA and Math state assessment scores.

**Action 9 - Maintain and Expand Interpretation and Translation Services**

Effectiveness of Action: Not Effective

Room for improvement. Madera Unified had four unfilled translator/interpreter positions for a few months. The district has been able to hire three staff members with one position remaining vacant. The unfilled and current vacant position has created a back-log of translating IEP's and 504's into a parent's native language. Lack of a fully staffed department has also created hardships on the school sites and departments in the district as all meetings are not able to be interpreted. Furthermore, appropriate interpretation services have not been offered to parents during parent teacher conferences and other community events. This may have had a negative impact on our parent survey results but expect that if we can get back to the recommended staff levels this will have a positive impact on one or more of the goal indicators listed above.

**Action 10 - Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant**

Effectiveness of Action: Somewhat Effective

Paraprofessionals have been hired for each Kindergarten classroom in the district. The NWEA Reading Fluency assessment will be used to determine how well TK and Kindergarten students are reading. Additionally, behavioral referral data will be used as well. An important data point to review and analysis is the vacancy rate for open positions. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

Effectiveness of Action: Effective

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

**Action 12 - Begin development of 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

Currently in site plan development with the architect on K-8 school located on Cleveland Ave. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 13 - Increase both instructional and planning time for teachers:**

Effectiveness of Action: Effective

The planning time has been implemented and Professional Learning Communities have been formed. Madera Unified believes this action will positively impact the ELA, Math and Science scores on the 2022 dashboard and beyond.

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

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

None.

**Action 2 - Develop an Inclusive and Equitable Culture**

MUSD will initiate a staff professional development, *Student Champion Course*, in August 2022 and January 2023. All MUSD staff are expected to attend two full days of training. One 90 minute module of this course will be on the Student Bill of Rights and adult expectations to teach, reinforce and implement. The Department of Culture and Climate is also redesigning SBOR instructional resources for the TK-1st, 2nd-5th, 6th-8th and 9th-12th grade spans, which all teachers will be expected to teach by September 30, 2022.

**Action 3 - Develop systems to pair teachers based on student needs**

None Expected.

**Action 4 - Maintain and Increase Extended Learning Opportunities for Students**

None Expected.

**Action 5 - Implementation of Site Specific Intervention Budget**

None Expected.

**Action 6 - Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards**

None Expected.

**Action 7 - Maintain and Expand Educational Services to Special Education Students**

None Expected.

**Action 8 - Continue reducing the average class size and eliminate the need for combo classes:**

None Expected.

**Action 9 - Maintain and Expand Interpretation and Translation Services**

The district will continue to recruit for the unfilled position.

**Action 10 - Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant**

For the 2022-23 school year the district will be hiring paraprofessionals in all TK classrooms in order to meet the legislative expectations of AB 130.

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

Professional development for high quality instructional practices for English Language and Dual Language Immersion programs will continue the following school year. Monitoring student achievement is a need that will be established in order to better progress monitor the achievement of At-Risk of becoming Long Term English Language Learners and Long Term ELs as well. Local assessments will be utilized to manage and measure this progress. Data will be tracked in our English Language Learner platform. Frequent Actionable goals will be set and monitored.

**Action 12 - Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles**

None Expected.

**Action 13 - Increase both instructional and planning time for teachers**

None Expected.

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

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

Goal	Description
3	We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified

Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determines research-based instruction and assessment practices.

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Data Source: DataQuest	25.19% of graduates completed a CTE Pathway in 2019/2020	32.5% of graduates completed a CTE Pathway In 2020/2021 (1-year lag)			30%
CTE Pathway and A-G Completion Data Source: DataQuest	2020-2021 will be baseline	19.4% of graduates completed A-G Requirements and a CTE Pathway In 2020/2021 (1-year lag)			30%
College/Career Indicator (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 38.1% EL: 15.8% FY: 16.7% HY: 30% SWD: 4.8% prepared in 2019/2020	ALL: 36.5%* prepared In 2020/2021 (1-year lag) * Estimated; no official California Dashboard calculation			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-align ed 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
Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met 2019/2020	Standard Met			Standard Met
Attendance Rates Data Source: CALPADS	94.96% in 2019/2020	87.44% in 2021/2022			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: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%
High School Dropout Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 4.0% EL: 8.54% FY: 21.43% HY: 6.06% SWD: 3.45% in 2019/2020	ALL: 4.3% EL: 10.4% FY: 28.6% HY: 5.3% SWD: 5.2% In 2020/2021 (1-year lag)			ALL: 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)			0.02%
High School Graduation Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 92.4% EL: 82.3% FY: 57.1% HY: 90.9% SWD: 80.5% In 2019/2020	ALL: 93.3% EL: 85.4% FY: 64.3% HY: 92.4% SWD: 84.5% In 2020/2021 (1-year lag)			ALL: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	MUSD will adopt the Graduate Profile to ensure all students are college and career ready. The Graduate Profile defines our student learner outcomes. Rubrics have been created to provide a criteria of success regarding these collective commitments and ensure all students who graduate from Madera Unified are college and career ready. By establishing district-wide learner outcomes that target cognitive, personal, and interpersonal capacities needed for all students to be successful in continuing educational pursuits or the	\$3,290,601	Y

		workforce, we are addressing all student learning needs and aligning all our resources so that we are most effective and efficient in the work that we do.		
2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	MUSD will collectively create an instructional system based upon the WestEd curriculum audit study results and next steps.	\$1,034,819	N
3	Implementation of Board approved guaranteed and viable curriculum	<p>Continually refine/implement research based instructional practices of the guaranteed and viable curriculum so that regardless of school, classroom, or teacher, all students will leave with the same quality of education.</p> <p>Non-instructional days for professional development will be used to implement to areas below:</p> <p>Facilitate a process for teachers to develop a deep understanding of the California State Standards Frameworks (Literacy, ELD, Subject Specific) Goals for Professional development; 1 - build a deep knowledge of standards 2 - develop strong instructional practice for all teachers 3 - Teachers to understand the process to developing the scope and sequence that is aligned to the academic needs of all students</p> <p>Facilitate a process for teachers to develop a deep understanding of the priority standards</p> <p>Create criteria to select teachers for representative teams from each grade level to work within specific grade spans to ensure vertical alignment (e.g. grade level teams, 1-3, 4-6, 6-8, 9-12, at major transitional times 3-4, )</p> <p>Provide training in curriculum design (Units of study, syllabus, core vs. supplemental resources, priority &amp; supporting stds)</p> <p>Provide training on how to teach writing (Genres, audience, mechanics, organization, Central idea/supporting idea, point of view, etc. )</p> <p>Provide training on how to develop listening &amp; speaking proficiency (Poise, Voice, Life, Eye Contact, Gestures, Speed)</p> <p>Provide training on PLCs (creating norms, consensus building, 4 critical questions, etc.)</p>	\$5,845,730	Y
4	Identify and selection of common best practices for Instruction	<p>Identification and selection of common best practices for Instruction (Delivery, Cultural Relevance, Real World Applications, High Leverage strategies).</p> <p>High leverage instructional strategies to strengthen pedagogy. Build a deep knowledge of grade level and content standards</p> <p>Training and commitment to Professional Learning Communities</p> <p>Training on Response to Intervention (RTI)</p>	\$635,581	N

		<p>Training on Positive Behavior Intervention &amp; Supports (PBIS)/Socio-Emotional Learning (SEL) Standards (unpacking the standards, units of study, priority &amp; supporting)</p> <p>Universal Design for Learning (UDL) Peer observation protocol and feedback on classroom instruction</p>		
5	Implementation of assessment and monitoring system	<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. 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 groups of students.</p> <p>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>	\$1,211,932	Y
6	Refine and Implement the Madera Learning System (MLS)	The Madera Learning System (MLS) articulates a clear set of higher expectations than what exists both at the state and federal levels. The purpose of the MLS is to provide the district community with a multiple measures report on how well the school is performing based on Academic, Engagement and Management indicators.	\$1,617,375	Y
7	Development and Implementation of 7 period day in middle and high school	<p>7 period day implementation</p> <p>Hire additional certificated teachers to teach additional credit recovery sections to be offered before and after school (0 and 7 period). High School Summer School - 3 sessions daily offered in both in-person instruction and online</p>	\$720,000	N
8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	Eliminated for 22-23	\$0	N
9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	<p>Hire additional certificated teachers to teach additional credit recovery sections to be offered before and after school (0 and 7 period). High School Summer School - 3 sessions daily offered in both in-person instruction and online.</p>	\$0	N
10	Implement and expand summer school opportunities	Fully implement and expand summer learning opportunities.	\$10,565,071	N

## Goal Analysis for 2021-2022

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

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

**Action 1 - Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready**

Implementation Status: Initial implementation

No substantive difference in planned action compared to the actual implementation.

**Action 2 - Create an instructional system based upon the feedback received from the WestEd curriculum audit study**

Implementation Status: Full implementation

Both Elementary and Secondary CIA Departments have developed strong GVC and that was validated by West Ed in the review of our adopted curriculum.

**Action 3 - Implementation of Board approved guaranteed and viable curriculum**

Implementation Status: Full implementation

No substantive difference in planned action compared to the actual implementation.

**Action 4 - Identify and selection of common best practices for Instruction**

Implementation Status: Initial implementation

No substantive difference in planned action compared to the actual implementation.

**Action 5 - Implementation of assessment and monitoring system**

Implementation Status: Full implementation

No substantive difference in planned action compared to the actual implementation.

**Action 6 - Refine and Implement the Madera Learning System (MLS)**

Implementation Status: Full implementation

The Madera Learning System (MLS) has become highly integrated into various aspects of Madera Unified. It has been used regularly during Principal PLC meetings to serve as a catalyst for discussions to improve student outcomes in academics and engagement components, as well as operational efficiencies in the management component.

**Action 7 - Create a daily schedule that enables all students to meet the “Prepared” indicator on the California College and Career Indicator**

Implementation Status: Initial implementation

The high school daily schedule committee which includes labor union leaders, and representatives from three high schools, are currently drafting sample bell schedules for staff and student feedback. Adoption of a different bell schedule requires labor negotiations. This action will have a financial impact on S&C funds.

**Action 8 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Removed

**Action 9 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Implementation Status: Full implementation

Each high school is implementing credit recovery sections in zero period and 7th period. Credit recovery sections include both blended learning models and on-line credit recovery through Edgenuity High school summer school is conducted every summer and will continue this upcoming summer. Students have various opportunities for original credit and credit recovery in Summer School.

**Action 10 - Implement and expand summer school opportunities:**

Implementation Status: Initial implementation

The Expanded Learning Opportunities Program (ELOP) will take place throughout the school year when the regular school day is not in session. It will include, before school, after school, winter, and summer intersessions. The enrichment and educational experiences that we will offer to our students include VAPA, CTE, STEM, and Athletics. We will also have several community partners working in conjunction with us like the California Teaching Fellows Foundation (CTFF), Madera City Parks and recreation department, and the Madera Arts council. The funding will be a yearly allocation of about \$24 million. This is the first year that we will be implementing this program so we expect to learn a lot and improve the process each and every year.

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

**Action 1 - Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready**

None.

**Action 2 - Create an instructional system based upon the feedback received from the WestEd curriculum audit study**

Last year's planned expenditures was \$1.8 million compared to the estimated actual expenditures of \$1.2 million. The main reason for this difference is due to extra time funds were paid out using carryover from the previous school year.. The funds will be rolled over for the next school year and used to create a sustainable instructional system.

**Action 3 - Implementation of Board approved guaranteed and viable curriculum**

Last year's planned expenditures was \$8.2 million compared to the estimated actual expenditures of \$5.4 million. The main reason for this difference is due to the inability to find highly qualified District Academic Coaches. The funds will be rolled over for the next school year, where the goal will be to recruit and retain the District Academic Coaches.

**Action 4 - Identify and selection of common best practices for Instruction**

None.

**Action 5 - Implementation of assessment and monitoring system**

None.

**Action 6 - Refine and Implement the Madera Learning System (MLS)**

None.

**Action 7 - Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator**

The budget needs to be added for this action since there will be a 7 period day in the Middle Schools for the 2022-23 school year.

**Action 8 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Removed

**Action 9 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

None.

**Action 10 - Implement and expand summer school opportunities**

Last year's planned expenditures was \$2 million compared to the estimated actual expenditures of 3.1 million. The difference is due to our district receiving the Expanded Learning Opportunity Program grant. This grant allows our district to provide additional expanded learning opportunities to students in our district.

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

**Action 1 - Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready**

Effectiveness of Action: Highly Effective

In June 2021, the board formally adopted the graduate profile and it will become a graduation requirement in the 2024-25 school year. The graduate profile defense committee has met regularly to develop the requirements for the defense. Madera Technical Exploration Center is piloting 8th grade mini-defenses in May 2022. For the 2022-2023 school year each comprehensive high school will receive a .4 FTE for graduate profile teacher release and implementation. Madera Unified teachers and support staff received professional development. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. Especially the CTE Pathway Completion, CTE Pathway and A-G Completion, College/Career Indicator, High School Dropout Rate, Middle School Dropout Rate, and High School Graduation Rate indicators for English learners, foster youth and/or low-income students.

**Action 2 - Create an instructional system based upon the feedback received from the WestEd curriculum audit study**

Effectiveness of Action: Highly Effective

Educational Services reviewed and revised the Guaranteed & Viable Curriculum to address findings from WestEd curriculum audit from Spring 2021. Implementation of district-wide summative assessment in illuminate and NWEA in grades 3-12, Map fluency in K-2 has been completed and will review the first year of data from them on an on-going basis. The findings of this audit has led Madera Unified to partner with ISET Pathway to provide high quality professional development focused on culturally relevant curriculum and instruction to district and school leadership. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

### **Action 3 - Implementation of Board approved guaranteed and viable curriculum**

Effectiveness of Action: Effective

The Guaranteed and Viable Curriculum has continued to be a strong initiative for both elementary and secondary Curriculum, Instruction and Assessment departments. This work is very cyclical, on-going and annually is a big focus of the Educational Services division. Madera Unified is embarking on developing and enhancing our Early Childhood Education programs; which will include teacher training for transitional kindergarten teachers with the implementation of universal transitional kindergarten. Additionally, there is a robust program reboot in English Language Learner programs with a specific focus on building a strong English Learner curriculum in Transitional Kindergarten to 12th grade. Madera Unified believes this action will positively impact state assessment results in ELA, Math and Science for English learners, foster youth and/or low-income students. Additionally, this action will positively impact the California Dashboard English Learner Progress Indicator for English learner students.

### **Action 4 - Identify and selection of common best practices for Instruction**

Effectiveness of Action: Somewhat Effective

During the 2021-22 school year Madera Unified continued Positive Behavior Intervention Supports (PBIS) training with Dr. Jessica Hannigan to build district capacity to implement PBIS as a multi-tiered system of support (MTSS) following national blueprints. National Educators for Restorative Practices (NEDRP) was our approved consultant for Relationship Centered Learning training. Employees received the following training:

- 8/5/21 "Relationship Centered Learning: Tier 1 Restorative Practices (Community Building), with NEDRP – 296 participants, representing 9 schools.
- 1/10/22: "Relationship Centered Learning: Tier 1 Restorative Practices, Part 2" with Kevin Curtis – 258 participants, representing 8 schools.
- 10/14/21, 10/21/21 & 10/28/21: "Relationship Centered Learning: Tier 2 Restorative Practices, Part 2" with Kevin Curtis – 25 participants, representing 4 middle schools.
- 2/9/22, 2/16/22, 2/23/22: "Relationship Centered Learning: Tier 2 Restorative Practices, Part 1" with Kevin Curtis – 29 participants attended, representing 9 schools.
- 7/26/21: "2021-22 PBIS Kick-Off: AM Session" with Dr. Jessica Hannigan – 95 participants attended, representing 17 schools.
- 7/26/2021: "2021-22 PBIS Kick-Off: PM Session" with Dr. Jessica Hannigan – 50 participants attended, representing 7 schools.
- 9/17/21: "Don't Suspend Me: Alternatives to Suspension" with Dr. Jessica Hannigan – 81 participants attended, representing 16 schools.
- 11/8/21: "SWPBIS Tier 2, Day 1" with Dr. Jessica Hannigan – 115 participants attended, representing 27 schools.
- 1/18/22: "SWPBIS Tier 2, Day 2" with Dr. Jessica Hannigan – 85 participants attended, representing 24 schools.
- 3/16/22: "SWPBIS Tier 2, Day 3" with Dr. Jessica Hannigan – 118 participants attended, representing 26 schools.

Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

### **Action 5 - Implementation of assessment and monitoring system**

Effectiveness of Action: Effective

NWEA was used in place of the CAASPP in the 2020-21 school year. The assessment was utilized in the same manner for this school year. We had increased participation and completion rates across the district giving us a more complete picture of student achievement and progress over time. Professional Development was rolled out to district and site leadership on interpreting NWEA data and using the data to support classroom instruction. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. The assessment and monitoring system has already and reasonably should continue to have a positive impact on all student assessment achievement indicators especially for English learners, foster youth and/or low-income students as many sites have reported the use of NWEA data to guide instructional conversations and planning at the site as well as classroom levels.

### **Action 6 - Refine and Implement the Madera Learning System (MLS)**

Effectiveness of Action: Highly Effective

Additional minor indicator and/or cut-points adjustments are being made to fully align with the district's goals. Additionally a MLS review committee is being formed to further discuss any future addition/subtractions of indicators and to set weighting for indicators. These changes may lead to functional changes to the MLS web applications that will be made prior to the start of the 2022-23 school year. The Madera Learning System has been used by site leadership to determine areas of strength and growth in Academics, Engagement and Management. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. The MLS has already and reasonably should continue to have a positive impact on all student assessment achievement indicators especially for English learners, foster youth and/or low-income students as it is designed to call out and "reward" school sites for increased student achievement.

**Action 7 - Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator**

Effectiveness of Action: Effective

The staff attendance rate due to COVID and inconsistent participation by teachers on the Daily Schedule Design Team has made progress challenging. During the 2022-23 school year, Middle School students will be able to take 7 different courses a semester, allowing more students access to the high quality elective offerings across the district. Negotiations will begin with the Madera Unified Teachers Association to allow students in high school to take 7 different courses a semester as well. The goal will be for this to happen by the 2023-24 school year. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 8 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Removed

**Action 9 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Effectiveness of Action: Somewhat Effective

Courses are offered but are not full to capacity. There are students who need the credit who are making a choice not to enroll. Next school year the salesforce student success hub will be used to proactively monitor student performance and provide appropriate interventions such as enrollment in credit recovery sections offered in 0 to 7th period. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 10 - Implement and expand summer school opportunities**

Effectiveness of Action: Effective

The Expanded Learning Opportunities Program (ELOP) will take place throughout the school year when the regular school day is not in session. It will include, before school, after school, winter, and summer intersessions. The enrichment and educational experiences that we will offer to our students include VAPA, CTE, STEM, and Athletics. We will also have several community partners working in conjunction with us like the California Teaching Fellows Foundation (CTFF), Madera City Parks and recreation department, and the Madera Arts council. The funding will be a yearly allocation of about \$24 million. This is the first year that we will be implementing this program so we expect to learn a lot and improve the process each and every year. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

**Action 1 - Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready**

None Expected.

**Action 2 Create an instructional system based upon the feedback received from the WestEd curriculum audit study**

None Expected.

**Action 3 - Implementation of Board approved guaranteed and viable curriculum**

None Expected.

**Action 4 - Identify and selection of common best practices for Instruction**

In 2022/23, Dr Hannigan will complete our 3-year PBIS district training with Tier 3 systems building for our 27 school PBIS teams. All site's administered a PBIS Implementation evaluation (Tiered Fidelity Implementation 2.1) in Spring 2022. Differentiated tier 1, tier 2 or tier 3 coaching will occur with Dr. Hannigan or the Department of School Culture & Climate

based on the site's current PBIS implementation metric.

**Action 5 - Implementation of assessment and monitoring system**

For the 2022-23 school year, more time for Professional Development led by NWEA facilitators have been booked and additional reporting resources have also been ordered to further support site instructional conversations and planning.

**Action 6 - Refine and Implement the Madera Learning System (MLS)**

None Expected.

**Action 7 - Create a daily schedule that enables all students to meet the “Prepared” indicator on the California College and Career Indicator**

None Expected.

**Action 8 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Removed

**Action 9 - Implementation of additional credit recovery sections to be offered in 0 to 7th period**

Increase counselor communication and contact with parents and students who are credit deficient who must enroll in credit recovery to meet graduation requirements.

**Action 10 - Implement and expand summer school opportunities**

Ed Code Section 46120(b)(1)(A) and (B) provide the following: On school days, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day. For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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

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

Goal	Description
4	We believe that all staff receive 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 meeting their varying needs.

An explanation of why the LEA has developed this goal.

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

“The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students.”

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers Data Source: CALPADS	2.28% Misassignment rate in 2020/2021	3.64% Misassignment rate in 2021-2022			1% <i>Misassignment rate</i>
CAASPP ELA (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -36.6 DF3 EL: -57.7 DF3 FY: -68.4 DF3 HY: -61.6 DF3 SWD: -111.8 DF3 in 2018/2019	The NWEA MAP Growth Reading assessment was administered in lieu of CAASPP ELA in 2020-2021 (1-year lag)			ALL: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS
CAASPP Math (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -74.7 DF3 EL: -86.3 DF3 FY: -95.5 DF3 HY: -86.5 DF3 SWD: -145.3 DF3 in 2018/2019	The NWEA MAP Growth Math assessment was administered in lieu of CAASPP Math in 2020-2021 (1-year lag)			ALL: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS
California Science Test Met or Exceeded Standard (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 15.74% EL: 0.94% FY: N/A HY: 14.37% SWD: 4:14% Met or Exceeded Standard in 2018/2019	MUSD deemed that it was not viable to administer the CAST in 2020-21, Per CDE, there is no other local assessment option available to replace the CAST (1-year lag)			ALL: 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)			45%
% of English Learner who made progress toward English Proficiency	48.6% making progress towards English language proficiency in 2018/2019	56.8% making progress towards English language proficiency (estimated; preliminary)			55%

measured by ELPAC Data Source: California Dashboard		results & internal calculation) in 2021/2022			
English Learner Reclassification Rate Data Source: DataQuest	20.90% in 2019/2020	5.9% estimated in 2021/2022			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)			60%
EAP % Students Prepared for College ELA (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 44.96% EL: 2.68% FY: N/A HY: 31.43% SWD: 12% in 2018/2019	The NWEA MAP Growth Reading assessment was administered in lieu of CAASPP ELA in 2020-2021 (1-year lag)			ALL: 55% EL: 10% FY: 40% HY: 40% SWD: 20%
EAP % Student Prepared for College Math (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 12.76% EL: 1.71% FY: N/A HY: 20.59% SWD: 1.01% in 2018/2019	The NWEA MAP Growth Math assessment was administered in lieu of CAASPP Math in 2020-2021 (1-year lag)			ALL: 25% EL: 10% FY: 30% HY: 30% SWD: 10%
Programs and services developed and provided to unduplicated pupils and students with exceptional needs (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	Reading; Math NWEA High Average or High EL: 2.98%; 2.79% Foster: 11.32%; 9.40% Homeless 11.96%; 8.67%; SWD: 5.56%; 4.11% in winter administration 2020-2021	All: 21.24%, 14.34% EL: 4.1%, 4.7% FY: 19.6%, 11.7% HY: 14.6%, 7.2% SWD: 4.7%, 3.4% Reading; Math NWEA High Average or High on the Spring 2021-2022 administration			EL: 10%, 10% Foster: 15%; 15% Homeless:15%; 15%; SPED:10%; 10%

Data Source: NWEA Assessment Results					
Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable Data Source: NWEA Assessment Results	Reading; Math NWEA High Average or High American Indian: 32.2%; 18.3% African American: 13.94%; 8.88% in winter administration 2020-2021	All: 21.24%, 14.34% American Indian: 24.1%; 16.4% African American: 12.5%; 8.4% Reading; Math NWEA High Average or High on the Spring 2021-2022 administration			American Indian: 40%; 25% African American: 20%, 15%
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% in 2020/2021	Reading ALL: 18.8% EL: 16.2% FY: 16.1% HY: 17.6% SWD: 15.5% Mathematics ALL: 11.7% EL: 9.9% FY: 9.1% HY: 8.2% SWD: 9.9% met their best target by the Spring 2021-2022 administration  Reading ALL: 33.1% EL: 35.0% FY: 35.6% HY: 32.9% SWD: 28.1% Mathematics ALL: 31.0% EL: 33.5% FY: 31.3% HY: 30.3% SWD: 25.5% met their better target by the Spring 2021-2022 administration  Reading ALL: 40.5% EL: 42.2% FY: 38.9% HY: 41.7% SWD: 34.0% Mathematics ALL: 38.3% EL: 40.9%			Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending%  <i>Outcome set after 2021-2022 school year</i>  ALL: 70% EL: 70% FY: 70% HY: 70% SWD: 70% <i>both for Reading and Mathematics on their best target</i>

		FY: 40.4% HY: 37.1% SWD: 32.1% met their good target by the Spring 2021-2022 administration			
Grade Level Readiness Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% in 2020/2021	Due to challenges due to the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized			Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending%  <i>Outcome to be set after 2022-2023 school year</i>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Re-establish New Teacher Support and Mentor Program	<p>The MUSD “New Teacher and Mentor Support” program was implemented for the 2019/2020 school year. The program was “suspended” for the 2020/2021 school year. This program will be re-established for the 2021/2022 school year. The program will be redesigned to ensure comprehensive support from hire date through the obtainment of a provisional credential. Specific criteria will be developed for the potential mentors in order to employ experienced, knowledgeable and respected mentors for Madera Unified new teachers. Teachers in this program will have an assigned dedicated mentor to support them by building capacity in their skills, knowledge, pedagogy and craft as well as support the obtainment of a provisional credential.</p> <p>Create criteria for potential mentors</p> <p>Identify current data/research to utilize as multiple measures</p> <p>Advertise for 2021/2022 mentors</p> <p>Convene a panel to interview candidates</p> <p>“Hire” mentors who meet the qualifications</p>	\$1,634,368	Y
2	Create a professional development system for the Mentor Teacher Support Program	Create a Permanent-status Support and Mentor Program that will provide the district with mentors who are experienced, have exhibited content/grade level expertise and have the ability to inspire and motivate others, that will align with the New Teacher Support and Mentor Program to promote a coherent culture of professionalism that allows for constant improvement of instructional practices and performances of	\$1,783,656	Y

		<p>our teachers. This will empower our teachers' confidence in their ability to constantly change and improve their practice.</p> <p>Collaboration between current MUSD Ed Services and MUSD PAR Program</p> <p>Create criteria for potential support personnel/mentor</p> <p>Advertise for 2021/2022 support personnel</p> <p>Convene a panel to interview candidates</p> <p>"Hire" personnel who meet the qualifications</p>		
3	Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC	<p>Recruit and hire an additional 40 teachers to provide students with enrichment teachers that will serve elementary students.</p> <p>Madera Technical Exploration Center teachers will work in interdisciplinary teams to provide students high quality instruction through project based learning (Entrepreneurship, Marketing, Agriculture, Health &amp; Science, Engineering etc.)</p>	\$5,322,463	Y
4	Recruit and retain teachers	Recruit and retain teachers and ensure teachers receive competitive salary and benefits.	\$50,416,818	N
5	Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff	Recruit and retain counselors, PE, VAPA (Music) teachers (includes previously budgeted and hired positions) and school support staff (K-12) and ensure these roles receive competitive salary and benefits to reduce turnover. This includes support staff and services focused on improving outcomes for Foster Youth students through experiential activities such as college field trips and company visits.	\$24,081,422	Y
6	Recruit and retain safety and health staff	Recruit and retain Safety Officers, Nurses, Behavioral, Mental Health (psychologist) and speech pathologist and ensure these roles receive competitive salary and benefits to reduce turnover.	\$9,235,572	Y

## Goal Analysis for 2021-2022

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

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

### Action 1 - Re-establish New Teacher Support and Mentor Program

Implementation Status: Initial Implementation

Madera Unified has hired a Teacher Support Mentor Coordinator to manage and oversee the Teacher support mentors serving teachers at the elementary level.

### Action 2 - Create a professional development system for the Mentor Teacher Support Program

Implementation Status: Beginning Development

The professional development system for the Teacher Support Program will be fully developed during the 2022-23 school year.

### 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

Implementation Status: Full Implementation

Teachers have been fully hired to provide instruction to students in specialty courses. Implementation was initially rocky due to COVID-19 staffing impact and using the specialty teachers as substitute teachers. However, Madera Unified has provided substitute teachers with a significant increase in daily compensation. Permanent substitute teachers receive a total of \$250 per day with benefits and regular ad hoc substitute teachers receive \$220 per day. The pay increase dramatically improved the capacity of substitute teachers to cover classrooms.

**Action 4 - Recruit and retain teachers**

Implementation Status: Full Implementation and Sustainability

Madera Unified has successfully negotiated a two year contract with the Madera Unified Teacher Association ending during the 2023-24 school year. Negotiations will be conducted with the California School Employee Association and the Certificated Employee Management Association.

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

Implementation Status: Full Implementation

Madera Unified has hired and retained counselors, PE, Music teachers and other school support staff.

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

**Action 1 - Re-establish New Teacher Support and Mentor Program**

None

**Action 2 - Create a professional development system for the Mentor Teacher Support Program**

None

**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**

None

**Action 4 - Recruit and retain teachers**

None

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

None

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

**Action 1 - Re-establish New Teacher Support and Mentor Program**

Effectiveness of Action: Highly Effective

The New Teacher Support and Mentor Program has been a huge success based on anecdotal evidence and feedback provided by New and Mentor teachers. New Teachers receive appropriate professional development, support and mentorship through an ongoing job-embedded training process. We anticipate new Teachers having greater success and job satisfaction leading to increased retention and recruitment of future teachers. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. Reduction in turnover should increase all student achievement indicators especially for English learners, foster youth and/or low-income students as they will have more experienced highly qualified and trained teachers.

**Action 2 - Create a professional development system for the Mentor Teacher Support Program**

Effectiveness of Action: N/A

The professional development system for the Mentor Teacher Support Program has not been developed. Madera Unified will look into the creation of a separate management role to support the Peer Assistance Review program. This program will be a key tool to improve teacher capacity. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. Reduction in turnover should increase all student achievement indicators especially for English learners, foster youth and/or low-income students as they will have more experienced highly qualified and trained teachers.

**Action 3 - Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC**

Effectiveness of Action: Highly Effective

Madera Unified has hired all required specialty course teachers and teachers and students have shared tremendously positive feedback on their experiences. Students enjoy the engaging lessons on Art, STEM, and Music. Additionally, classroom teachers obtain much needed preparation and planning while students receive instruction from the enrichment teachers. We anticipate Teachers having greater success and job satisfaction leading to increased retention and recruitment of future teachers. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. Reduction in turnover should increase all student achievement indicators especially for English learners, foster youth and/or low-income students as they will have more experienced highly qualified and trained teachers.

**Action 4-Recruit and retain teachers**

Effectiveness of Action: Highly Effective

Through the negotiation process, Madera Unified was able to sign a competitive two year contract with the Madera Unified Teachers Association ending during the 2023-24 school year. We anticipate Teachers having greater job satisfaction leading to increased retention and recruitment of future teachers with the salary increase. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

Effectiveness of Action: Highly Effective

Through the negotiation process, Madera Unified was able to sign a competitive two year contract with the Madera Unified Teachers Association ending during the 2023-24 school year. Negotiations will likely be successful with the California School Employee Association as well. We anticipate that Teachers will have greater job satisfaction leading to increased retention and recruitment of future teachers with the salary increase. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above. Reduction in turnover should increase all student achievement indicators especially for English learners, foster youth and/or low-income students as they will have more experienced highly qualified and trained teachers.

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

**Action 1 - Re-establish New Teacher Support and Mentor Program**

None

**Action 2 - Create a professional development system for the Mentor Teacher Support Program**

None

**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**

None

**Action 4 - Recruit and retain teachers**

None

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

None

**Action 6 - Recruit and retain safety and health staff**

Added

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

**Goal 5: Incentives & support to continuously improve performance**

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher PLC Evaluation Data Source: Internal Rubric	2021-2022 will be baseline	Teacher PLC Evaluation system not implemented in 2021-2022			Outcome will be set after <del>2021-2022</del> 2022-2023 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			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			Outcome will be set after 2021-2022 school year  1%

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	A superintendent designee will identify research articles on the topic of professional learning and career ladders in high performing organizations to be shared with a career ladder task force composed of representative staff, community educational partners and faculty districtwide. A designated task force will seek broad input regarding the career ladder development so that leadership is distributed throughout the organization and there is a collective commitment to improve professional practices.  Partner with subject matter experts such as NCEE to receive support and advice on the development of a teacher career ladder.	\$100,000	N
2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	In order to align best practices for professional learning, Madera Unified will communicate the District goals and develop designated time during the duty day lesson design, collaboration and mentorship. A collective group will adapt the current structure at all levels to create time for collaborative teams to meet and provide appropriate training and resources for mentor teachers to ensure effectiveness.	\$2,330,692	N
3	Provide professional learning in order for individuals to progress and/or enter the career ladder	In order to align best practices for professional learning, Madera Unified will communicate the District goals and develop designated time during the duty day for professional development, lesson design, collaboration and mentorship. A collective group will adapt the current structure at all levels to create time for collaborative teams to meet and provide appropriate training and resources for mentor teachers to ensure effectiveness.	\$2,569,651	N
4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	Site and district staff will be strongly encouraged to work in professional learning communities without impacting instructional minutes.	\$299,911	N
5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	The personnel commission will work with CSEA to develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve and grow. Employees who move up the career ladder will be force multipliers for our district adding tremendous value to helping Madera Unified meet our goals.	\$50,000	N
6	Hire permanent substitute teachers	Hire permanent substitute teachers to ensure there is an abundant supply of qualified substitute teachers and ensure the permanent classroom teacher will not need to deploy their respective class into other classes.	\$2,829,655	N
7	Design & Implement Student Champion Course	Fully implement Student Champion Course across the district to all employees. The Student Champion course will cover the history and formation of the district and also walk all employees through the district identity documents. Course will also cover how we are Student Champions, Student Voice, relationships and understanding what it means to be culturally responsive. <a href="https://www.youtube.com/watch?v=Za-xFR7Jj5I">Link</a> to Student Champion Course promotional video. <a href="https://www.youtube.com/watch?v=Za-xFR7Jj5I">https://www.youtube.com/watch?v=Za-xFR7Jj5I</a>	\$1,500,000	Y

8	Offer Staff Wellness Courses	Implement health and wellness incentive program for Madera Unified employees.	\$100,000	N
9	Develop career ladder with a emphasis on transitioning paraprofessionals to become certified teachers	Apply for a classified grant with a focus (IMPACT) improving Madera pathways to achieving a credential in teaching. Specific to transitioning classified staff to teaching roles in PS and TK.	\$96,000	N

## Goal Analysis for 2021-2022

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

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

### **Action 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**

Implementation Status: Initial Implementation

In partnership with the National Council for Education and the Economy, Madera Unified is in the beginning phase of establishing a career ladder advisory team.

### **Action 2 - Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites**

Implementation Status: Initial Implementation

Teachers are allotted a minimum of 200 minutes per week for professional learning activities. COVID-19 staffing shortages have impacted teachers ability to receive the embedded professional learning time during the school day.

### **Action 3 - Provide professional learning in order for individuals to progress and/or enter the career ladder**

Implementation Status: Full Implementation

### **Action 4 - Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities**

Implementation Status: Full Implementation

100 minutes per week have been set aside for elementary teacher professional learning communities.

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

Implementation Status: Initial Implementation

The personnel commission has partnered with a consulting company to support the completion of a comprehensive classified staff job study. Once the job study is completed, recommendations will be developed in the creation of classified employee career ladders.

### **Action 6 - Hire permanent substitute teachers**

Implementation Status: Full Implementation

Madera Unified has expanded the permanent substitute teacher program in addition to increases the daily pay rate. Permanent substitute teachers in the district receive \$250 per day including benefits.

### **Action 7 - Design & Implement Student Champion Course**

Implementation Status: Initial Implementation

Madera Unified Board of Education approved a consultant agreement with WestEd to develop the Student Champion Professional Learning Series (Professional Learning Series). The Scope of Work will provide technical assistance services

to develop the curriculum and training for this professional learning series. WestEd has finalized the course training modules and will provide Madera Unified direct training to the assigned facilitators.

### **Action 8 - Offer Staff Wellness Courses**

Implementation Status: Initial Development

Madera Unified opened four Adult Wellness courses in Madera Unified's professional learning platform, Canvas during the 2021/22 school year. Staff access course work virtually to complete at their own pace. Staff who complete each course are eligible to receive a monetary incentive because our governing board believes in caring for those who care for our students. A number of employees have completed staff wellness courses throughout the school year.

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

### **Action 1 - Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement**

None

### **Action 2 - Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites**

None

### **Action 3 - Provide professional learning in order for individuals to progress and/or enter the career ladder**

None

### **Action 4 - Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities**

None

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

None

### **Action 6 - Hire permanent substitute teachers**

None

### **Action 7 - Design & Implement Student Champion Course**

A budget is being created to support items that are directly aligned to the facilitation of these courses for instructors and participants.

### **Action 8 - Offer Staff Wellness Courses**

An expansion of the districts' 500 Canvas licenses to accommodate our 2,400 employees was over \$41,000 funded from the district's Title 1 funding source, not budgeted in Goal 5. \$74,686.13 of the \$100,000 district funded Cowell Foundation Grant was used for staff time, consultant agreements, materials and supplies for course development, which was also not budgeted in Goal 5.

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

### **Action 1 - Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement**

Effectiveness of Action: N/A

The career pathways have not been fully developed yet. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

### **Action 2 - Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites**

Effectiveness of Action: Somewhat Effective

Due to extensive staff absences for COVID-19 leave, Madera Unified has had difficulty in establishing stable collaborative structures. Despite this, there is a marked improvement in the functioning of collaborative teams. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

Effectiveness of Action: Effective

Differentiated professional learning has been provided through mentor teachers during the 2021-22 school year. Teachers have provided positive feedback regarding the mentorship and training support received at the classroom level. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

Effectiveness of Action: Somewhat Effective

Due to extensive staff absences for COVID leave there has been difficulty in establishing stable collaborative structures. Despite this, there is a marked improvement in the functioning of collaborative teams. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

Effectiveness of Action: N/A

The classified employee career ladder has not been fully developed yet. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 6 - Hire permanent substitute teachers**

Effectiveness of Action: Highly Effective

Permanent substitute teachers have made a tremendous impact in our district. Permanent substitute teachers not only have stronger relationships than regular substitutes with students in our schools, they also are a great pipeline for future permanent full time teachers. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

**Action 7 - Design & Implement Student Champion Course**

Effectiveness of Action: N/A

The Student Champion Course is in the process of being implemented during the 2022-23 school year. Madera Unified believes this action will positively impact all of the goal indicators listed above. The goal of this action is to improve staff and student culture that should boost retention and reduce vacancies and resignations that are not a result of retirement.

**Action 8 - Offer Staff Wellness Courses**

Effectiveness of Action: Somewhat Effective

Four Adult Wellness courses have been created and implemented in Madera Unified's professional learning platform, Canvas during the 2021-22 school year. A number of staff have completed the staff wellness courses. Madera Unified believes this action has positively impacted one or more of the goal indicators listed above.

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

**Action 1 - Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement**

None

**Action 2 - Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites**

Further clarity of expectations during this time, increased responsibility to ensure time is used for professional learning activities.

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

None

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

Further clarity of expectations during this time, increased responsibility to ensure time is used for collaborative teams.

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

None

**Action 6 - Hire permanent substitute teachers**

None

**Action 7- Design & Implement Student Champion Course**

Changed to contributing for 2022-2023.

**Action 8 - Offer Staff Wellness Courses**

None

**Action 9 - Develop career ladder with a emphasis on transitioning paraprofessionals to become certified teachers**

Added

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

**Goal 6: High Quality Operational Services**

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure the district continues to maintain and improve operational services to school sites.

**Measuring and Reporting Results**

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

**Actions**

Action #	Title	Description	Total Funds	Contributing
1	Operational Services	Operational Services	\$130,400,474	N
2	Child Nutrition Services	Child Nutrition	\$15,280,846	N

**Goal Analysis for 2021-2022**

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

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

**Action 1 - Operational Services**

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation.

**Action 2 - Child Nutrition Services**

Implementation Status: Initial Implementation

No substantive difference in planned action compared to the actual implementation.

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

**Action 1 - Operational Services:**

Last Year's Planned Expenditures was \$205 million compared to the estimated actual expenditures of \$131 million. The difference is due to note using the budgeted COVID-19 relief funds. The COVID-19 funds will be used next fiscal year.

**Action 2 - Child Nutrition Services:**

Last Year's Planned Expenditures was \$15.5 million compared to the estimated actual expenditures of \$14.4 million. The difference is due to the lower attendance rate of students because of COVID-19.

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

**Action 1 - Operational Services**

Effectiveness of Action: Highly Effective

**Action 2 - Child Nutrition Services**

Effectiveness of Action: Highly Effective

The child nutrition department has over 20,000 breakfast and lunch meals per day to students across the district. Furthermore, upgrades have been made to healthy and tasty food options for students. High numbers of students are requesting to eat school lunch and sharing higher satisfaction with the taste of the meal.

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

**Action 1 - Operational Services**

None Expected.

**Action 2 - Child Nutrition Services**

None Expected.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$77,286,803	\$10,025,778

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.17%	3.33%	\$5,595,104	46.50%

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

## Required Descriptions

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

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

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

- NWEA MAP Reading Fluency (K-2nd), English learner (EL) - 8.0%, foster youth (FY) - 4.2% this compares to all students scoring 11.2%
- NWEA Mathematics (1st-2nd) - Low Income students - 11.6%, EL - 8.9%, 16.7%, FY - 19%
- Parent Participation in Programs for Unduplicated Pupils - 1,546 parents of Low-Income, English Learners, and Foster Youth for in person workshops
- Suspension Rate - Low Income students - 4.2%, EL - 3.6%, FY - 7.4%
- Expulsion Rate -Low Income - .26%, EL - 0.29%, FY - 0.87%
- College/Career Indicator (estimated results) - Low Income - 42.7%, EL - 15.8%, FY - 16.7%
- Chronic Absenteeism Rate - Low Income - 20.4%, EL - 44.0%, FY 46.2%
- High School Dropout Rate - Low Income - 8.5%, EL - 10.4%, FY - 28.6%
- High School Graduation Rate - Low Income - 88.5%, EL - 85.4%, FY 64.3%
- % of English Learner who made progress toward English Proficiency measured by ELPAC - EL - 56.8%

Action	Action Title	How high needs students were considered first?	Theory of Action Description
1.5	Increase instructional minutes for kindergarten students	<p>Approximately 44% of all Kindergarten and Transitional Kindergarten students are designated as an emergent multilingual (english learner) student. Our emergent multilingual students come into the school system with significantly less exposure to the English language versus english only students. Increasing instructional minutes for these student groups will increase their exposure to academic language, thereby increasing emergent multilingual listening and reading comprehension levels. Additionally, approximately 90% of emergent multilingual students qualify for free or reduced lunch and students with families who meet this qualification have greater transportation challenges to get their child to and from school. Increasing instructional minutes will improve the attendance of the child since parents will not have to deal with the logistical challenges of pickup and drop off of their child at school in a part-time setting. Any funds not spent during the 2021-22 will be carried over to the 2022-23 school year to provide increased services to our high need students. Madera Unified will continue to increase the instructional minutes for kindergarten students into the 2022-23 school year and beyond. Evidence of the effectiveness of this action can be found by looking at Transitional Kindergarten (TK) and Kindergarten (K) student attendance rates. This program has allowed Madera Unified to maintain above a 95% attendance rate for TK and K students.</p>	<p>IF we increase instructional minutes for kindergarten and transitional kindergarten students, THEN, emergent multilingual (EL) students and students will receive greater exposure to academic language increasing their listening and reading comprehension levels. Moreover, students who qualify for free or reduced lunch will see improved attendance rates due to easing the logistical burden for parents to get their child to school in a part-time setting.</p>
1.9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	<p>Madera Unified has 9 different Parent Resource Centers across the district. Parent Resource Centers provide a hub of resources to families in the community with special attention to families with low income, emergent multilingual (english learners), foster youth students. Parent Resource Centers provide Adult literacy classes, Parenting Skills classes and other offerings to support families district wide. Parents are more connected to schools through the Parent Resource Centers. Furthermore, Parents of low income, emergent multilingual (english learners), foster youth students are able to tap in to services such as finance, home ownership workshops, and other classes to help improve the families overall quality of life.</p>	<p>If we continue to provide families integrated resources and services through the Parent Resource Centers, THEN, Parents of low income, emergent multilingual (english learners), foster youth students will receive resources to improve their quality of life and provide additional support in partnering with the school to improve their child's academic performance.</p>

1.10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	Madera Unified currently uses ParentSquare to communicate with Parents digitally. Only 45% of parents have downloaded the ParentSquare application which provides additional features and notifications to parents. Aeries is Madera Unified's Student Information System. Parents can log into Aeries to view their child's grades. Parents in Madera Unified, especially Parents who have children that would classify as low income, emergent multilingual (english learners), foster youth, only log into Aeries once a year to complete the registration process for the next school year. The training provided to families will increase and improve services by ensuring families have the knowledge and tools to effectively communicate with their child's teacher and school site.	If Parents are provided with the appropriate knowledge, training and resources, then Parents would have the tools they need to support their children in their growth and learning throughout the school year.
2.1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Only 10% of students responded favorably to the following question, "How often do you get so focused on activities in your classes that you lose track of time?". Additionally, only 20% of students responded favorably to this question, "How excited are you about going to your classes?". One potential reason for these results is due to students not seeing the relevancy of the instruction they are receiving. This point is magnified with low income, emergent multilingual (english learners), foster youth students, where curriculum is generally not differentiated with their needs considered first. Furthermore, based on research, on how people learn, instruction needs to engage student's prior knowledge, experiences and background. This requires a significant amount of preparation, planning and professional development time for teachers to deliver this type of instruction to students with intentionality. 15% of a teacher's daily time has been estimated to be used for preparation and planning time.	IF we have relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background, AND teachers are provided with the preparation, planning and professional development time to fully utilize the curriculum content with their students THEN student engagement will go up and overall student performance will increase. We will see a reduction in suspensions and expulsions and an increase in school connectedness survey results.
2.2	Develop an Inclusive and Equitable Culture	According to survey data, only 48% of students responded favorably to the following question, "Overall, how much do you feel like you belong at your school?". Additionally, the WestEd report revealed that certain groups of students feel as though "there is nothing here for them". A number of student voice sessions were held to gain a deeper understanding of the problem and students felt it would be important to create a first of its kind "Student Bill of Rights". The Student Bill of Rights document was approved by the Board and will need to be communicated, implemented and enforced starting the Fall of 2021. One of the rights included in the bill is "Students have the right to be treated with respect and valued by the school community...". Research states that when students, especially students who are low income, emergent multilingual (english learners), foster youth, have strong relationships with staff at the school site, their engagement and overall student achievement results go up in return.	IF we develop an Inclusive and Equitable Culture by fully implementing the Student Bill of Rights, THEN students from all backgrounds, ethnicities and subgroups will feel more connected and respected within the school system. We will see an increase in school connectedness survey results.

2.3	Develop systems to pair teachers based on student needs	Historically, students with the highest needs generally are placed with teachers with the least amount of experience. The implementation of this action allows Madera Unified to place teachers with students based on the students needs. Research states that teachers have the greatest effective size on student achievement. Schools with the greatest number of low income, emergent multilingual (english learners), foster youth students will receive incentives to transfer high performing teachers to the school site.	IF high performing teachers are paried with low income, emergent multilingual (english learners), foster youth students with the greatest needs, THEN students will grow and improve at an accelerated rate and we will see an overall increase in student achievement.
2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Only 11% of emergent multilingual students scored a 4 on the most recent ELPAC assessment. Moreover, only 4% of emergent multilingual students were considered ready or exceeding on the local assessment in reading. Research states that when emergent multilingual students receive high quality first instruction, students are able to obtain proficiency and mastery of the English language. Budgeted funds will be used for professional development of employees. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to implement the action to support all emergent multilingual students in obtaining English Language proficiency and mastery of the core content standards. Evidence of the effectiveness of this action can be found by the significant increase in the number of students meeting the seal of biliteracy requirements. During the 2020-21 school year 175 students graduated meeting this rigorous requirement.	IF we support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards, THEN students will be able to reclassify more quickly. We will see an increase in school connectedness survey results and more emergent multilingual students will graduate meeting their Seal of Biliteracy Requirements.
2.8	Continue reducing the average class size and eliminate the need for combo classes	Crowded classrooms and combination classes both make it significantly harder for teachers to provide high quality differentiated instruction to students. Additionally, teachers with higher percentages of students with low income, emergent multilingual (english learners), foster youth will have greater challenges with providing high quality differentiated instruction that meets each individual student's needs. Significant reductions to class size and eliminating combo classes will greatly improve the teachers ability to provide quality differentiated instruction to high need students in the classroom. Low income, emergent multilingual (english learners), foster youth students will receive improved first instruction from teachers through reducing class size and elimination of combo classes. Additionally, low income, emergent multilingual (english learners), foster youth students will receive improved differentiated instruction from teachers as well. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to reduce class sizes into the 2021-22 school year. Evidence of the effectiveness of this action can be found by looking at the increase in school climate survey results during the 2020-21 school year. School engagement increased by 7 points.	IF we continue reducing the average class size and eliminate the need for combo classes, THEN students will be able to build stronger relationships with Teachers and other staff members at the school site. We will see an increase in school connectedness survey results and a decrease in suspensions and expulsions.

2.9	Maintain and Expand Interpretation and Translation Services	Emergent multilingual student achievement will go up if Parents are involved and engaged in the school. Parents of emergent multilingual students will be more engaged in their child's school if appropriate translation services are intentionally provided. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to maintain and expand interpretation and translations services into the 2021-22 school year. Evidence of the effectiveness of this action can be found by looking at the increase in the parent school climate survey results during the 2020-21 school year. The parent school climate safety survey results increased by 11 points.	IF we maintain and expand interpretation and translation services, THEN more emergent multilingual students and their families will receive communications in their home language and will feel more connected to the school. We will see an increase in school connectedness survey results.
2.11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Currently, English Learners in Madera Unified have limited access to high level and rigorous curriculum and courses, perform at less than optimal levels, as high-level multilinguals. The problem is exacerbated by the California Education Code requiring English learner students to receive a designated time of English Language Development content, since in our current time-bound system, it limits English Learners' access to a full range of academic courses within a traditional six-period day. As a consequence, after four years of a high school education, some of the English Learners are ineligible to enter the California university system or to successfully navigate an increasingly complex, multilingual, globalized world. Budgeted funds will be used to implement Dual Language Immersion programs across the district. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students.	IF we fully implement the Madera Believes in Me plan THEN more emergent multilingual (english learner) students will see a significant improvement in their overall educational experience and achievement results. We will see an increase in school connectedness surveys, local assessment, state assessment and reclassification results.
2.13	Increase both instructional and planning time for teachers	Currently, teachers are not given enough preparation and planning time to provide high quality differentiated instruction. Additionally, instructional minutes are limited and students with the greatest need do not get enough additional support to accelerate their growth. When looking at research and best practices internationally, we know that teachers receive significantly more preparation and planning time than teachers within Madera Unified. The lack of preparation and planning time adversely affects instruction to students. This problem is magnified for students with the greatest needs. 22% of TK to 6th grade teachers' time has been used to calculate the increase in instructional minutes.	IF we increase instructional time with a highly qualified teacher THEN teachers will be able to build stronger relationships with students and students will feel more connected to their classes and their school. We will see an increase in school connectedness survey results.
2.14	Development and implementation of Parent Champion Workshop series	Parents of low income, emergent multilingual (english learners), foster youth students have not had a strong understanding of key areas for student achievement and how the budget connects to supporting students with meeting their growth goals. The Parent Champion workshop series will provide parents with high quality educational content to understand ways they can be more involved and support improving the school system. The Parent Champion Workshop series will intentionally target parents of students who are low income, emergent multilingual (english learners), foster youth. Parents will be empowered and have the tools	IF parents of low income, emergent multilingual (english learners), foster youth students complete the Parent Champion Workshop series courses, THEN more parents will have the information and tools necessary to feel empowered to support and advocate for their child's success in Madera Unified AND low income, emergent multilingual (english learners), foster youth student achievement will increase.

		necessary to engage and advocate for their child's success in Madera Unified.	
2.15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade.	Many parents of emergent multilingual students do not have a full understanding of all the steps required for their child to reclassify. Additionally, the parents may not understand the long term consequence if their child does not reclassify by 6th grade. For example, emergent multilingual students who do not reclassify by 6th grade will be required to take an English Language Development course. Therefore, emergent multilingual students would miss out on the opportunity to take an additional elective course during the regular school day. When parents are fully aware of the steps to reclassification for their child and implications to not reclassifying by 6th grade, parents will be even more highly motivated to ensure their child reclassifies by 6th grade.	IF parents of emergent multilingual students are fully supported and empowered by Madera Unified to ensure their child is reclassified by 6th grade, THEN more parents will be motivated and highly involved in supporting their child with growing academically in order to reclassify AND greater numbers of emergent multilingual students will reclassify by 6th grade.
2.18	Implement and Maintain Cal-Safe program	Madera Unified's California Safe program is a critical support for students who are parents, or will soon become parents. The program provides students with childcare services, parenting skills classes and other supports to ensure the student can still graduate high school and provide critical support to the child to support the child's health and growth. Low income, emergent multilingual (english learners), foster youth students in this situation have and will continue to use and benefit from this critical service.	IF Madera Unified has a high quality California Safe program for parenting students, THEN students who are parents will be able to continue their course of study in school AND students will have a greater opportunity to graduate.
3.1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Historically, Madera Unified did not have clear attributes which defined what students graduating from the district will be able to do. The Graduate Profile articulates a clear set of high expectations in the following competency areas - Think, Adapt, Collaborate, Communicate, Produce & Contribute. High need students held to rigorous standards while receiving high quality instruction from a teacher who has a strong relationship with the student and believes the student will outperform students who are not afforded access to this. Historically, high need students have not been provided with clarity and consistency regarding college and career level expectations after graduation. Going forward, high need students will be provided these clear expectations throughout their school career in Madera Unified by meeting the criteria laid out within the Graduate Profile. High need students will receive tailored support to ensure they meet the expectations outlined in the Graduate Profile.	IF we fully implement the Madera Unified School District Graduate Profile and ensure all students are college and career ready, THEN students will have clear learner outcome goals to target and shoot for that are aligned to the needs of employment opportunities with a wide range of organizations. We will see an increase in students graduating prepared for college and career, graduation rate, CTE pathway completer, A-G rate, CTE & AG completion rate.
3.3	Implementation of Board approved guaranteed and viable curriculum	Madera Unified conducted unannounced validation visits into classrooms and found that the Board adopted curriculum was not being consistently used. Moreover, high need students were not consistently provided grade level content. Research states that students need to have access to grade level rigor while addressing gaps in knowledge real-time based on individual student needs. Therefore, Madera Unified will continue to make significant investments into professional development focused on College & Career Readiness, Language & Literacy and Curriculum & Instruction. The professional development will build	IF we implement the Board approved guaranteed and viable curriculum, THEN high need students will receive grade level instruction and accelerate learning outcomes.

		teacher capacity in how to provide rigorous grade level instruction while also addressing the learning gaps of students.	
3.5	Implementation of assessment and monitoring system	Prior to COVID-19, only 86% of students in assessed grades completed the NWEA assessment. High need students such as emergent multilingual students and students who qualify for free or reduced lunch had lower participation rates for the NWEA assessment. Therefore, teachers and site leaders did not have the data points to monitor the progress students have made academically.	IF we fully implement an assessment and monitoring system, THEN staff will have the data points needed in order to adjust instruction based on the unique needs of the class and students and we will see an increase in assessment participation rate.
3.6	Refine and Implement the Madera Learning System (MLS)	This action was primarily created to help teachers address the gaps that were identified at the beginning of this section. Historically, Madera Unified has never had a local level accountability system. The California accountability was the system used by the district. However, when California suspended the California State Test (CST) for a number of years, Madera Unified did not adjust and adapt to a local system. Therefore, student achievement suffered, especially for students with the highest needs. Only 21% of students who qualified for free or reduced lunch were ready or exceeding readiness in Reading and only 15% in Math. Any funds not spent during the 20-21 will be carried over to the 21-22 school year to provide increased services to our high need students. Evidence of the effectiveness of this action can be found by looking at the increase in graduation rate during the 2019-20 school year. Madera Unified has a 92.3% graduation rate, the highest graduation rate in the history of the district. The rate represents a 2.8% increase from the prior year.	IF we refine and implement the Madera Learning System THEN staff leadership will focus their attention on attending to the Madera Learning System achievement areas such as Academics, Engagement and Management. We will see an increase in Local Assessment results, Graduation Rate, College & Career Readiness rate and Attendance rate.
4.1	Re-establish New Teacher Support and Mentor Program	Historically, new teachers to Madera Unified had new teacher orientation days and were provided with professional development, coaching and support through the BTSA program. The program did not provide new teachers with adequate job embedded professional development to ensure their success. Therefore, new teachers have greater difficulty with providing students with high quality first instruction. Furthermore, higher percentages of new teachers teach at school sites with the greatest number of high need students. High need students will benefit from improvements made to the BTSA program through job embedded mentors because students will receive better quality first instruction.	IF we re-establish the New Teacher Support and Mentor program, THEN new Teachers will be provided with a mentor Teacher to coach, support and ensure novice teachers are provided with the support they need to succeed.
4.2	Create a professional development system for the Mentor Teacher Support Program	This action was primarily created to help teachers address the gaps that were identified at the beginning of this section. Mentor Teachers need to be provided coaching and support to be a quality mentor teacher to new teachers in Madera Unified. Historically, Mentor Teachers were not afforded organized professional development to build their capacity as a mentor.	IF we create a professional development system for the mentor teacher support program, THEN Mentor Teachers will be more effective in their role and new teachers will have better outcomes. We will see an increase in students graduating prepared for college and career.

4.3	Hire Teachers focused on providing students with enrichment courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC	High need students historically have not had access to courses such as Arts, Music, Science, Technology, Engineering and Math (STEM). However, research states how important this type of course work is to stimulating student engagement and learning. Therefore, 40 additional teachers will be hired to provide access to these types of subjects at the elementary level. Furthermore, teachers at MadTEC will provide students with project based learning. State Board of education President Linda Darling Hammond recently released a document titled “Accelerating Learning As We Build Back Better” based on research. Dr. Hammond shares a number of recommendations for improving student learning. One of the main recommendations states the following: “Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning;”. This action directly helps our district to implement the recommendation from Dr. Hammond.	IF we hire teachers focused on providing students with enrichment courses such as VAPA, STEM and Music, THEN students will have increased engagement and teachers will be provided with additional preparation and planning time. We will see an increase in attendance rate and a decrease in chronic absenteeism rate.
4.5	Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff	High need students historically have not had access to subjects such as Arts, Music, Science, Technology, Engineering and Math (STEM) across all grade levels K-12. However, research states how important this type of course work is to stimulating student engagement and learning. Furthermore, high need students need to have access to high quality counseling and other support staff focused on social emotional learning. High need students have historically not been afforded access or have utilized both mental and social emotional health counseling and therapy services. Madera Unified plans to create a private school experience by providing this learning experience as an option. State Board of education President Linda Darling Hammond recently released a document titled “Accelerating Learning As We Build Back Better” based on research. Dr. Hammond shares a number of recommendations for improving student learning. One of the main recommendations states the following: “Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning;”. This action directly helps our district to implement the recommendation from Dr. Hammond.	IF we recruit and retain highly qualified support staff, THEN teachers and site leaders can focus their attention on improving instruction in the classroom and students will have increased engagement. We will see an increase in graduation rate and college and career readiness rate.
4.6	Recruit and retain safety and health staff	Madera Unified has had difficulty filling key roles for the district to function with high quality. For example, it has been challenging to hire Nurses, especially due to the global pandemic. The safety and health staff create spaces for students to be safe and healthy at school. Low income, emergent multilingual (english learners), foster youth students have higher absenteeism rates than other student groups adversely impacting their overall achievement in schools. 43% of all students were chronically absent during the 21-22 school year. Low income, emergent multilingual (english learners), foster youth students saw an even higher chronic absenteeism rate. The majority of the absences are due to illness (COVID-19, mental and physical health). A fully staffed safety and health staff team will support students and families next school year.	IF Madera unified is able to recruit and retain safety and health staff, THEN student attendance will increase AND low income, emergent multilingual (english learners), foster youth students will make improvements to their overall academic achievement.

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

Madera Unified has exceeded the 43.17% proportionality percentage by providing increased / improved services to our Emergent Multilingual (English learner), foster youth and/or low-income students equivalent to a 46.5% proportionality percentage. Madera Unified has exceeded the minimum proportionality percentage by providing the actions / services principally directed towards the low income, emergent multilingual (english learners), foster youth student population as summarized in the prompt above and each action description within the Local Control Accountability Plan. By specifically sharing how each action is principally directed and effective in the actions description exceeds requirements for the “principally directed and effective threshold” as well as contributing towards meeting the minimum proportionality percentage (MPP) requirement. These actions / services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions / services below are contributing to increasing or improving services for English learners, foster youth and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our district-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis.

Action	Action Title
1.5	Increase instructional minutes for kindergarten students
1.9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development
1.10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.
2.1	Relevant curriculum and instruction that taps into each individual student’s prior knowledge, experiences and background
2.2	Develop an Inclusive and Equitable Culture

2.3	Develop systems to pair teachers based on student needs
2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards
2.8	Continue reducing the average class size and eliminate the need for combo classes
2.9	Maintain and Expand Interpretation and Translation Services
2.11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)
2.13	Increase both instructional and planning time for teachers
2.14	Development and implementation of Parent Champion Workshop series
2.15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade.
2.18	Implement and Maintain Cal-Safe program
3.1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready
3.3	Implementation of Board approved guaranteed and viable curriculum
3.5	Implementation of assessment and monitoring system
3.6	Refine and Implement the Madera Learning System (MLS)
4.1	Re-establish New Teacher Support and Mentor Program
4.2	Create a professional development system for the Mentor Teacher Support Program
4.3	Hire Teachers focused on providing students with enrichment courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC
4.5	Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff
4.6	Recruit and retain safety and health staff
5.7	Design & Implement Student Champion Course

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

Madera Unified has a high concentration of students who are Emergent Multilingual (English learners), foster youth and/or social economic disadvantaged and therefore will receive an additional 15% increase in funding from the Local Control Funding Formula concentration grant. For this reason, Madera Unified receives an ongoing annual increase of \$10 million. The increase of \$10 million will be used in conjunction with other funding to fund the following actions; goal 1.9 - identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development and goal (added 3 FTE) 1.10 - Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children (approx. \$1 million) (added 2 FTE), goal 2.15 - Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade. and goal 2.18 - Implement

and Maintain Cal-Safe program (approx. \$1 million) and goal 4.6 -Recruit and retain safety and health staff (\$9 million) (added 71 FTE). All Madera Unified schools have more than 55% of students who are considered low income, emergent multilingual (english learners), 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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 - 32.2 Middle - 29.6 High - 26.3
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary - 16.6 Middle - 15.3 High - 17.5

# **Local Control and Accountability Plan (LCAP) Action Tables**

Developed by the California Department of Education, March 2022

## 2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$242,652,921	\$ 33,973,280	\$ 11,945,944	\$ 78,172,120	366,744,265	\$ 279,557,493	\$ 87,186,772

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	Preschoolers	\$ -	\$ 1,111,497	\$ -	\$ -	\$ 1,111,497
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Preschoolers	\$ -	\$ 225,860	\$ -	\$ -	\$ 225,860
1	3	Recruit and retain highly qualified early childhood education teachers.	Preschoolers	\$ -	\$ 1,487,477	\$ -	\$ -	\$ 1,487,477
1	4	Provide play-based learning and standards-aligned curricula	Preschoolers	\$ -	\$ 150,000	\$ -	\$ -	\$ 150,000
1	5	Increase instructional minutes for Kindergarten students	Kindergarten	\$ 4,147,182	\$ -	\$ -	\$ -	\$ 4,147,182
1	6	Set aside time weekly for teachers collaboration time	Preschoolers	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000
1	7	Build a Madera "Lighthouse For Children"	Preschoolers	\$ -	\$ -	\$ -	\$ -	\$ -
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	Preschoolers	\$ -	\$ 5,100	\$ -	\$ -	\$ 5,100
1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	All	\$ 789,764	\$ -	\$ -	\$ -	\$ 789,764

1	10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	All	\$ 372,345	\$ -	\$ -	\$ -	\$ 372,345
1	11	Universal Transitional Kindergarten (TK) expansion	Kindergarten	\$ -	\$ 314,633	\$ -	\$ -	\$ 314,633
1	12	Expansion of California State Preschool Programs	Preschoolers	\$ -	\$ 162,600	\$ -	\$ -	\$ 162,600
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	All	\$ 13,026,552	\$ -	\$ -	\$ -	\$ 13,026,552
2	2	Develop an Inclusive and Equitable Culture	All	\$ 448,685	\$ -	\$ -	\$ -	\$ 448,685
2	3	Develop systems to pair teachers based on student needs	All	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000
2	4	Maintain and Increase Extended Learning Opportunities for Students	All	\$ -	\$ 2,644,224	\$ -	\$ 8,222,669	\$ 10,866,893
2	5	Implementation of Site Specific Intervention Budget	All	\$ -	\$ -	\$ -	\$ 3,850,285	\$ 3,850,285
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	All	\$ 120,310	\$ -	\$ -	\$ 796,519	\$ 916,829
2	7	Maintain and Expand Educational Services to Special Education Students	SWD Students	\$ 9,099,950	\$ 19,829,066	\$ -	\$ 834,151	\$ 29,763,167
2	8	Continue reducing the average class size and eliminate the need for combo classes	All	\$ 1,842,528	\$ -	\$ -	\$ -	\$ 1,842,528
2	9	Maintain and Expand Interpretation and Translation Services	All	\$ 669,104	\$ -	\$ -	\$ -	\$ 669,104
2	10	Increase the number of paraprofessionals to support	All	\$ 2,306,284	\$ 626,426	\$ -	\$ -	\$ 2,932,710

		students through Expanded Learning Opportunities Grant						
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	All	\$ 638,460	\$ -	\$ -	\$ -	\$ 638,460
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.	All	\$ -	\$ -	\$ 2,500,000	\$ -	\$ 2,500,000
2	13	Increase both instructional and planning time for teachers	All	\$ 12,489,135	\$ -	\$ -	\$ -	\$ 12,489,135
2	14	Development and implementation of Parent Champion Workshop series	All	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
2	15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade	All	\$ 120,310	\$ -	\$ -	\$ -	\$ 120,310
2	16	Provide Teachers with Additional Pay for Tutoring during extended learning times	All	\$ -	\$ -	\$ -	\$ 1,980,000	\$ 1,980,000
2	17	Maintain the attendance Call Center	All	\$ -	\$ -	\$ -	\$ 1,802,664	\$ 1,802,664
2	18	Implement and Maintain Cal-Safe program	All	\$ 937,848	\$ -	\$ -	\$ -	\$ 937,848
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	All	\$ 2,991,876	\$ -	\$ -	\$ 298,725	\$ 3,290,601
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	All	\$ -	\$ -	\$ -	\$ 1,034,819	\$ 1,034,819
3	3	Implementation of Board approved guaranteed and viable curriculum	All	\$ 5,639,196	\$ -	\$ -	\$ 206,534	\$ 5,845,730
3	4	Identify and select of common best practices for Instruction	All	\$ -	\$ 635,581	\$ -	\$ -	\$ 635,581

3	5	Implementation of assessment and monitoring system	All	\$ 1,123,433	\$ -	\$ -	\$ 88,499	\$ 1,211,932
3	6	Refine and Implement the Madera Learning System (MLS)	All	\$ 1,617,375	\$ -	\$ -	\$ -	\$ 1,617,375
3	7	Develop and implement of 7 period day in middle and high school	At-risk students	\$ -	\$ -	\$ -	\$ 720,000	\$ 720,000
3	9	Implement and expand summer school opportunities	All	\$ -	\$ -	\$ -	\$ 10,565,071	\$ 10,565,071
4	1	Re-establish New Teacher Support and Mentor Program	All	\$ 143,278	\$ -	\$ -	\$ 1,491,090	\$ 1,634,368
4	2	Create a professional development system for the Mentor Teacher Support Program	All	\$ 292,566	\$ -	\$ -	\$ 1,491,090	\$ 1,783,656
4	3	Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Elementary & 8th Grade	\$ 2,991,771	\$ -	\$ -	\$ 2,330,692	\$ 5,322,463
4	4	Recruit and retain teachers	All	\$ 50,416,818	\$ -	\$ -	\$ -	\$ 50,416,818
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	All	\$ 24,081,422	\$ -	\$ -	\$ -	\$ 24,081,422
4	6	Recruit and retain safety and health staff	All	\$ 9,235,572	\$ -	\$ -	\$ -	\$ 9,235,572
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	All	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	All	\$ -	\$ -	\$ -	\$ 2,330,692	\$ 2,330,692
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	All	\$ -	\$ -	\$ -	\$ 2,569,651	\$ 2,569,651

5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	All	\$ -	\$ -	\$ -	\$ 299,911	\$ 299,911
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
5	6	Hire permanent substitute teachers	All	\$ -	\$ -	\$ -	\$ 2,829,655	\$ 2,829,655
5	7	Design & Implement Student Champion Course	All	\$ 300,000	\$ -	\$ -	\$ 1,200,000	\$ 1,500,000
5	8	Offer Staff Wellness Courses	All	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
5	9	Develop career ladder with a emphasis on transitioning paraprofessionals to become certified teachers	All	\$ -	\$ 96,000	\$ -	\$ -	\$ 96,000
6	1	Operational Services	All	\$ 96,571,157	\$ 6,634,816	\$ 9,445,944	\$ 17,748,557	\$ 130,400,474
6	2	Child Nutrition Services	All	\$ -	\$ -	\$ -	\$ 15,280,846	\$ 15,280,846

### 2022-23 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
\$ 186,127,863	\$ 77,286,803	41.52%	3.21%	44.73%	\$ 86,514,996	0.00%	46.48%	<b>Total:</b>	\$ 86,514,996
								<b>LEA-wide Total:</b>	\$ 78,226,255
								<b>Limited Total:</b>	\$ 90,000
								<b>Schoolwide Total:</b>	\$ 8,198,741

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	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	No	Limited		Elementary	\$ -	0.00%
1.2	Implementation of Full Day Preschool at La Vina Elementary School	No	Schoolwide		Elementary	\$ -	0.00%
1.3	Recruit and retain highly qualified early childhood education teachers.	No	Limited		Elementary	\$ -	0.00%
1.4	Provide play-based learning and standards-aligned curricula	No	Limited		Elementary	\$ -	0.00%
1.5	Increase instructional minutes for Kindergarten students	Yes	LEA-wide	N/A	Elementary	\$ 4,147,182	0.00%
1.6	Set aside time weekly for teachers collaboration time	No	Limited		Elementary	\$ -	0.00%
1.7	Build a Madera "Lighthouse For Children"	No	Limited		Elementary	\$ -	0.00%
1.8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	Limited		Elementary	\$ -	0.00%
1.9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Yes	LEA-wide	N/A	All	\$ 789,764	0.00%
1.10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	Yes	LEA-wide	N/A	All	\$ 372,345	0.00%
1.11	Universal Transitional Kindergarten (TK) expansion	No	LEA-wide		Elementary	\$ -	0.00%
1.12	Expansion of California State Preschool Programs	No	LEA-wide		Preschool	\$ -	0.00%
2.1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	LEA-wide	All	All	\$ 13,026,552	0.00%
2.2	Develop an Inclusive and Equitable Culture	Yes	LEA-wide	All	All	\$ 448,685	0.00%
2.3	Develop systems to pair teachers based on student needs	Yes	Limited	N/A	All	\$ 90,000	0.00%

2.4	Maintain and Increase Extended Learning Opportunities for Students	No	LEA-wide		All	\$ -	0.00%
2.5	Implementation of Site Specific Intervention Budget	No	Schoolwide		All	\$ -	0.00%
2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	LEA-wide	English Learners	All	\$ 120,310	0.00%
2.7	Maintain and Expand Educational Services to Special Education Students	No	LEA-wide		All	\$ -	0.00%
2.8	Continue reducing the average class size and eliminate the need for combo classes	Yes	Schoolwide	All	Elementary	\$ 1,842,528	0.00%
2.9	Maintain and Expand Interpretation and Translation Services	Yes	LEA-wide	English Learners	All	\$ 669,104	0.00%
2.10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Yes	Schoolwide	All	Elementary	\$ 2,306,284	0.00%
2.11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	LEA-wide	English Learners	All	\$ 638,460	0.00%
2.12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	No	Schoolwide		Elementary	\$ -	0.00%
2.13	Increase both instructional and planning time for teachers	Yes	LEA-wide	All	All	\$ 12,489,135	0.00%
2.14	Development and implementation of Parent Champion Workshop series	Yes	LEA-wide	All	All	\$ 100,000	0.00%
2.15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade	Yes	Schoolwide	All	Elementary	\$ 120,310	0.00%
2.16	Provide Teachers with Additional Pay for Tutoring during extended learning times	No	Schoolwide		All	\$ -	0.00%
2.17	Maintain the attendance Call Center	No	LEA-wide		All	\$ -	0.00%
2.18	Implement and Maintain Cal-Safe program	Yes	Schoolwide	All	High School	\$ 937,848	0.00%
3.1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	LEA-wide	All	All	\$ 2,991,876	0.00%
3.2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	LEA-wide		All	\$ -	0.00%
3.3	Implementation of Board approved guaranteed and viable curriculum	Yes	LEA-wide	All	All	\$ 5,639,196	0.00%
3.4	Identify and select of common best practices for Instruction	No	LEA-wide		All	\$ -	0.00%

3.5	Implementation of assessment and monitoring system	Yes	LEA-wide	All	All	\$ 1,123,433	0.00%
3.6	Refine and Implement the Madera Learning System (MLS)	Yes	LEA-wide	All	All	\$ 1,617,375	0.00%
3.8	Develop and implement of 7 period day in middle and high school	No	LEA-wide		Middle and High School	\$ -	0.00%
3.9	Implement and expand summer school opportunities	No	LEA-wide		All	\$ -	0.00%
4.1	Re-establish New Teacher Support and Mentor Program	Yes	LEA-wide	All	All	\$ 143,278	0.00%
4.2	Create a professional development system for the Mentor Teacher Support Program	Yes	LEA-wide	All	All	\$ 292,566	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	Schoolwide	All	Elementary & 8th Grd	\$ 2,991,771	0.00%
4.4	Recruit and retain teachers	No	LEA-wide		All	\$ -	0.00%
4.5	Recruit and retain counselors, PE, VAPA teachers and school support staff	Yes	LEA-wide	All	All	\$ 24,081,422	0.00%
4.6	Recruit and retain safety and health staff	Yes	LEA-wide	All	All	\$ 9,235,572	0.00%
5.1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	No	LEA-wide		All	\$ -	0.00%
5.2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No	LEA-wide		Elementary	\$ -	0.00%
5.3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	Schoolwide		All	\$ -	0.00%
5.4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	Schoolwide		All	\$ -	0.00%
5.5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	LEA-wide		All	\$ -	0.00%
5.6	Hire permanent substitute teachers	No	LEA-wide		All	\$ -	0.00%
5.7	Design & Implement Student Champion Course	Yes	LEA-wide	N/A	All	\$ 300,000	0.00%
5.8	Offer Staff Wellness Courses	No	LEA-wide		All	\$ -	0.00%

5.9	Develop career ladder with a emphasis on transitioning paraprofessionals to become certified teachers	No	LEA-wide			\$ -	0.00%
6.1	Operational Services	No	LEA-wide		All	\$ -	0.00%
6.2	Child Nutrition Services	No	LEA-wide		All	\$ -	0.00%

## 2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 300,510,438.00	\$ 322,616,856.00

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	\$ 1,024,872	\$ 1,254,839
1	2	Implementation of Full Day Preschool at La Vina Elementary School	No	\$ 224,500	\$ 179,482
1	3	Recruit and retain highly qualified early childhood education teachers.	No	\$ 1,170,305	\$ 1,253,682
1	4	Provide play-based learning and standards-aligned curricula	No	\$ 251,754	\$ 242,732
1	5	Increase instructional minutes for Kindergarten students	Yes	\$ 7,137,799	\$ 5,262,896
1	6	Set aside time weekly for teachers collaboration time	No	\$ 30,520	\$ 81,437
1	7	Build a Madera "Lighthouse For Children"	No	\$ 200,000	\$ -
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	\$ 10,000	\$ 4,575
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	\$ 13,306,351	\$ 13,015,715
2	2	Develop an Inclusive and Equitable Culture	Yes	\$ 31,000	\$ 496,378
2	3	Develop systems to pair teachers based on student needs	No	\$-	\$ -

2	4	Maintain and Increase Extended Learning Opportunities for Students	No	\$ 4,390,958	\$ 6,799,393
2	5	Implementation of Site Specific Intervention Budget	No	\$ 3,799,300	\$ 3,037,068
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	\$ 862,257	\$ 1,197,768
2	7	Maintain and Expand Educational Services to Special Education Students	No	\$ 27,493,273	\$ 26,354,052
2	8	Continue reducing the average class size and eliminate the need for combo classes	Yes	\$ 1,440,000	\$ 1,440,000
2	9	Maintain and Expand Interpretation and Translation Services	Yes	\$ 653,143	\$ 511,218
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	No	\$ 1,500,000	\$ 899,084
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	\$ 541,892	\$ 438,777
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	\$ 3,500,000	\$ 1,806,901
2	13	Increase instructional time with a highly qualified teacher	Yes	\$ 12,509,093	\$ 10,977,944
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	\$ 3,060,315	\$ 2,961,666
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	\$ 1,070,772	\$ 1,170,355
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	\$ 5,776,786	\$ 5,372,921
3	4	Identify and select of common best practices for Instruction	No	\$ 100,000	\$ 173,010
3	5	Implementation of assessment and monitoring system	Yes	\$ 1,002,620	\$ 1,047,336
3	6	Refine and Implement the Madera Learning System (MLS)	Yes	\$ 1,346,670	\$ 1,379,163
3	7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	No	\$-	\$ -
3	9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	\$ 720,000	\$ 572,809
3	10	Implement and expand summer school opportunities	No	\$ 3,850,000	\$ 3,066,535

4	1	Re-establish New Teacher Support and Mentor Program	Yes	\$ 760,868	\$ 446,433
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	\$ 867,477	\$ 492,852
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	\$ 4,666,698	\$ 5,192,147
4	4	Recruit and retain teachers	No	\$ 48,749,759	\$ 50,662,334
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	Yes	\$ 20,985,670	\$ 22,073,921
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	\$ 300,000	\$ 100,000
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No	\$ 1,920,172	\$ 2,462,886
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	\$ 1,252,780	\$ 2,045,111
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	\$ 701,290	\$ 310,693
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	\$ 74,400	\$ 164,320
5	6	Hire permanent substitute teachers	No	\$ 909,698	\$ 2,489,894
5	7	Design & Implement Student Champion Course	Yes	\$ 100,000	\$ 100,000
5	8	Offer Staff Wellness Courses	No	\$ 6,000,000	\$ 20,000
6	1	Operational Services	No	\$ 101,559,084	\$ 130,641,092
6	2	Child Nutrition Services	No	\$ 14,658,362	\$ 14,417,437

## 2021-22 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)
\$ 72,240,784	\$ 70,230,546	\$ 66,645,680	\$ 3,584,866	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	No	\$ -	\$ -	0.00%	0.00%
1	2	Implementation of Full Day Preschool at La Vina Elementary School	No	\$ -	\$ -	0.00%	0.00%
1	3	Recruit and retain highly qualified early childhood education teachers.	No	\$ -	\$ -	0.00%	0.00%
1	4	Provide play-based learning and standards-aligned curricula	No	\$ -	\$ -	0.00%	0.00%
1	5	Increase instructional minutes for Kindergarten students	Yes	\$ 7,137,799	\$ 5,262,896.00	0.00%	0.00%
1	6	Set aside time weekly for teachers collaboration time	No	\$ -	\$ -	0.00%	0.00%
1	7	Build a Madera "Lighthouse For Children"	No	\$ -	\$ -	0.00%	0.00%
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	\$ -	\$ -	0.00%	0.00%
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	\$ 13,236,746	\$ 13,015,715.00	0.00%	0.00%
2	2	Develop an Inclusive and Equitable Culture	Yes	\$ 31,000	\$ 496,378.00	0.00%	0.00%
2	3	Develop systems to pair teachers based on student needs	No	\$ -	\$ -	0.00%	0.00%
2	4	Maintain and Increase Extended Learning Opportunities for Students	No	\$ -	\$ -	0.00%	0.00%

2	5	Implementation of Site Specific Intervention Budget	No	\$ -	\$ -	0.00%	0.00%
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	\$ 52,947	\$ 82,196.00	0.00%	0.00%
2	7	Maintain and Expand Educational Services to Special Education Students	No	\$ -	\$ -	0.00%	0.00%
2	8	Continue reducing the average class size and eliminate the need for combo classes	Yes	\$ 1,440,000	\$ 1,440,000.00	0.00%	0.00%
2	9	Maintain and Expand Interpretation and Translation Services	Yes	\$ 653,143	\$ 511,218.00	0.00%	0.00%
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	No	\$ -	\$ -	0.00%	0.00%
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	\$ 541,892	\$ 438,777.00	0.00%	0.00%
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	No	\$ -	\$ -	0.00%	0.00%
2	13	Increase instructional time with a highly qualified teacher	Yes	\$ 12,509,093	\$ 10,977,944.00	0.00%	0.00%
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	\$ 2,788,378	\$ 2,697,559.00	0.00%	0.00%
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	\$ -	\$ -	0.00%	0.00%
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	\$ 5,571,386	\$ 4,079,455.00	0.00%	0.00%
3	4	Identify and select of common best practices for Instruction	No	\$ -	\$ -	0.00%	0.00%
3	5	Implementation of assessment and monitoring system	Yes	\$ 920,067	\$ 963,508.00	0.00%	0.00%
3	6	Refine and Implement the Madera Learning System (MLS)	Yes	\$ 1,346,670	\$ 1,379,163.00	0.00%	0.00%
3	7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	No	\$ -	\$ -	0.00%	0.00%
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	\$ -	\$ -	0.00%	0.00%
3	9	Implement and expand summer school opportunities	No	\$ -	\$ -	0.00%	0.00%
4	1	Re-establish New Teacher Support and Mentor Program	Yes	\$ 81,310	\$ 175,635.00	0.00%	0.00%
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	\$ 187,919	\$ 222,054.00	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		\$ 2,746,526	\$ 2,729,261.00	0.00%	0.00%
4	4	Recruit and retain teachers	No		\$ -	\$ -	0.00%	0.00%
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	Yes		\$ 20,985,670	\$ 22,073,921.00	0.00%	0.00%
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	No		\$ -	\$ -	0.00%	0.00%
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No		\$ -	\$ -	0.00%	0.00%
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No		\$ -	\$ -	0.00%	0.00%
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No		\$ -	\$ -	0.00%	0.00%
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No		\$ -	\$ -	0.00%	0.00%
5	6	Hire permanent substitute teachers	No		\$ -	\$ -	0.00%	0.00%
5	7	Design & Implement Student Champion Course	Yes		\$ -	\$ 100,000.00	0.00%	0.00%
5	8	Offer Staff Wellness Courses	No		\$ -	\$ -	0.00%	0.00%
6	1	Operational Services	No		\$ -	\$ -	0.00%	0.00%
6	2	Child Nutrition Services	No		\$ -	\$ -	0.00%	0.00%

### 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 174,439,874	\$ 72,240,784	0.00%	41.41%	\$ 66,645,680	0.00%	38.21%	\$ 5,595,104.00	3.21%

# 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](mailto: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 (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that

success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that 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:** 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, 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 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.

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

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

### Focus Goal(s)

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

· **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

· **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

· **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

· **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

· **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools),

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

## Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming

School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of 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.
- **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 the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are 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:

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

## LCFF Carryover Table

- **Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as 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.”

#### 1. 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.

#### 2. Total Planned Contributing Expenditures (LCFF Funds)

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

3. Total Estimated Actual Expenditures for Contributing Actions

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

4. Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- 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

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

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

7. Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- 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).