



Action Summary Update

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Action Summary Update

Implementation of College and Career Readiness Initiatives 1a.1

LCAP Action Focus Indicators

Actual Budget Spent

<ol style="list-style-type: none">1. Increase the number of students completing a Career Pathway (3-4 years in a sequence of courses within one career pathway) in one of the 23 MUSD Career Pathways, while meeting CSU/UC A-G entrance requirements.2. Increase the number of teachers receiving Industry Certifications that align to the Career Pathway a teacher is teaching in.3. Increase the number of industry certifications and licenses earned by students completing a CTE career pathway.4. Increase the number of students earning post-secondary college credits while enrolled in a MUSD Career Pathway.5. Increase the number of students completing a paid student internship during their Junior or Senior year in high school.	<p>\$1.1 Million LCFF Base \$416K LCFF S&C \$823K Restricted</p>
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Detailed Summary - Update as of October 31, 2016

<ol style="list-style-type: none">1. Increase the number of students completing a Career Pathway (3-4 years in a sequence of courses within one career pathway) in one of the 23 MUSD Career Pathways, while meeting CSU/UC A-G entrance requirements.<ul style="list-style-type: none">• There was a significant increase in the number of students enrolled in at least one CTE course. An additional 1066 students were enrolled in a CTE course for 2016-2017.• MUSD hired nine additional new CTE teachers; which equates to an increase in 45 sections of CTE courses being offered in 2016-2017.• Three new career pathways will be opening in the fall of 2018: Residential/Commercial Construction, Automotive Service and Repair, and Heavy Truck Service & Repair.• There were 19 new CTE courses implemented in 2016-2017, and 16 of those courses were approved for A-G course credit, in either English Language Arts, Biological Science, Math, Fine Art, or General Elective.2. Increase the number of teachers receiving Industry Certifications that align to the Career Pathway a teacher is teaching in.<ul style="list-style-type: none">• MUSD CTE teachers have received the following certifications: Adobe Suite, Microsoft Office Suite, CPR/First Aid, MasterCam, SolidWorks, CA Floral Assoc. Certification, Forklift Certification, OSHA 30 Certification. A total of 23 CTE teachers have received at least one industry certification as of December 1st.
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3. Increase the number of industry certifications and licenses earned by students completing a CTE career pathway.
 - CTE students will have an opportunity to receive the following industry recognized certifications: Adobe Suite, Microsoft Office Suite, CPR/First Aid, MasterCam, SolidWorks, and Para-professional certification, and OSHA 30 Certification.
4. Increase the number of students earning post-secondary college credits while enrolled in a MUSD Career Pathway.
 - The following is a list of the CTE sections that will be dual enrollment offerings in the Spring semester of 2017.
 - Child Development - CD 39
 - Foundations of Educator - ED 10
 - Early Childhood Education - ED 10
 - Criminal Justice - CRIM 1
 - Peer Tutoring - LA 1
 - Ag Leadership - AG 1
 - Ag Economics - AG 2
 - Horticulture I - LAND 11
 - Small Engines - AGMECH 10
 - Ag Welding - WELD 6
5. Increase the number of students completing a paid student internship during their Junior or Senior year in high school.
 - We will be launching our first summer internship program in the summer of 2017. Students will be placed in a two week paid student internship in one of the following industry sectors: Agriculture, Public Safety, Manufacturing, and Health Careers. We plan to place 20 students in each of the industry sectors listed above, for a total of 80 students who will participate in a paid student internship program in the summer of 2017.
6. Designed and Developed a 6th grade Career Exploration curriculum to begin in the fall of 2017. This is a 15 unit curriculum designed to introduce students to the career pathway opportunities in Madera Unified School District.
7. Modernization project for MHS Industrial Technology building will begin in January 2017. This facility will be housing a new Residential/Commercial Construction, Automotive Service & Repair, and Heavy Truck Service & Repair. This project is expected to conclude in June of 2018 and open in the fall of 2018.



Madera Unified School District (MUSD)

Action Summary Update

Local Control and Accountability Plan (LCAP)

Computer & Technology Upgrade and Modernization

1a.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Improve bandwidth speed• Upgrade the district firewall• Replace local area network cabling at select school sites• Refresh aging technology	<p>\$ 1.2 Million LCFF Base \$143K LCFF S&C</p>
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Detailed Summary - Update as of October 31, 2016

Technology Services

- Improve Bandwidth Speed
 - 19 schools switched over to ASE Fiber for increased bandwidth at each site.
 - Firewall replaced at District Office allowing up to 10Gbps aggregate bandwidth district wide.
- Upgrade the district firewall
 - Firewall replaced at District Office allowing up to 10Gbps aggregate bandwidth district wide.
- Replace local area network cabling at select school sites
 - 14 schools with approved plans for new network cabling - work to begin approximately 3rd qtr of FY2016/2017.
- Refresh aging technology
 - Deployed 3,412 Chromebooks throughout district.



Action Summary Update

Continue expansion and improvements in our Arts, Music and Athletic Programs

1a.3

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase the number of students engaged in athletics• Increase the number of students engaged in visual and performing arts	<p>\$1.3 Million LCFF Base</p> <p>\$1.3 Million LCFF S&C</p>
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Detailed Summary - Update as of October 31, 2016

Visual and Performing Arts

Current VAPA Programs

Elementary

String Orchestra-expanded at two elementary school sites

- This course is designed for students with no prior experience playing a string instrument (violin, viola, cello). Lessons learned in the course are reinforced and expounded upon. Students will develop their musical craft.

High School Music:

Jazz Band- expanded at one country school

- This band performs at various places and times throughout the year. This is a zero period class and meets fine arts requirement for HS. It may be used for CSU or UC entrance.

Advanced Guitar Class: III- expanded at one H.S. site

- Students will continue to learn musical notations. Theoretical and analytical skills will be enhanced through daily musical analysis of individually assigned literature. Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music. Students will critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music. Students will apply instrumental musical skills in performing a varied repertoire of music. . meets fine arts requirement for HS.

Studio Choir-added at one H.S. site

- Studio Choir is a Career Technical Education (CTE) course designed to assist students in preparing for performing careers in the music recording industry. Students will learn the techniques and discipline of vocal performance in a solo and choral setting, as well as career

readiness skills aligned with AME Anchor and Pathway standards. Emphasis will be placed on live performance, developing sight singing ability, and career planning and research on multiple aspects of the music industry. Students will also learn to work with and operate equipment commonly used in music recording studios.

- Students successfully completing this course will be well equipped to further their musical education in a college or conservatory setting, and to step into an entry level position as a studio performer.

Art:

Ceramics- expanded at one H.S. site

A one-year course for students interested in working in clay. Ceramics involves the forming of pottery on the wheel as well as by hand. Includes clay sculptures that uses various decorative techniques. A \$10 fee is charged per semester. . meets Fine Arts graduation requirement for HS.

Studio Art

Theatre:

Drama - Added at three middle school sites

Students are taken easily and comfortably through the fundamentals of acting. By the end of the semester, they are performing on the stage with confidence.

2016-17

Continue the expansion and increase of student participation in the Visual and Performing Arts.

- Professional Development for VAPA Teachers
 - Provide extended opportunities for in and out of state conferences
 - AP Art Class Trainings at both High Schools
 - Noted clinicians and consultant to provide clinics for students and staff
 - Completion of VAPA Strategic Plan
- Develop a 3 year Strategic Plan to advance student achievement through the arts. Interested

MUSD

staff and community members are invited to meet to provide input and help to determine the direction and focus of the Visual and Performing Arts Department.

- Two additional jazz bands at the middle school levels
- Two additional string orchestra programs at the elementary levels
- Itinerant Middle School Drama Teacher

Students are taken easily and comfortably through the introductory fundamentals of acting and set design.

- 4th grade art classes districtwide- implemented

This course which consists of design concepts, drawing, painting, and three dimensional projects is offered to all MUSD students in 4th grade.

- Districtwide student art gallery

Art gallery to display student art from around the district at a designated location.

- Fresno/Madera County Honor Band
- Selected students from around the Madera Unified School District Middle Schools will audition for a three day rehearsal and evening concert.
- Madera Unified Honor Band

Selected 6,7, and 8th grade students from around the Madera Unified will participate in a one day band rehearsal and Concert.

Athletics

Elementary Athletics/Middle School/High School

In the year 2016-17 our MULES program once again has seen an increase in the number of students participating. Once again this year we were able to see an increase in cross country to over 1,100 students competing. All sports to date have increased with the exception of basketball which stayed status quo.

- In 2015 we added a boys and girls soccer program at each of our Middle Schools. This led to a large increase in 2016 in the number of Freshman boys and girls who tried out for soccer at the High School level. Both Madera High and Madera South had close to 50 students trying out.
- Our Middle School water polo and swim programs continue to grow. Our girls team won the league championships for the second straight year. Both high schools showed significant improvements during their seasons with very young athletes developed in our Middle School programs. This sets up a bright future in our aquatics program as we open the new high school with a 50M pool and the ability to host out of area competition along with Invitationals.
- Currently staff is working on adding "Splash Ball" over the summer to our Elementary 5th and 6th graders. Splash ball is a lead up game or developmental game for water polo. We will offer free clinics and some game type situations to begin getting our Elementary Students involved and introduced to our aquatics program.
- We were able to get league approval for our 6th grade boys and girls to be able to participate on our Middle School golf teams. This is to increase our numbers and give our students one extra year of training.
- Currently we are looking into introducing USA Rookie Rugby to our PE classes as a pilot course. Rookie Rugby is a flag rugby activity that hopefully will become a lead up activity as we try and develop a Club Rugby program.
- Currently staff is developing a Unified Team's exhibition game of basketball. This is an opportunity for our able bodied students and special needs students to participate together on a Unified or one team. We are going to start with an exhibition game between Madera High and Madera South in between the varsity games at one of our basketball games. This will lead us into next year as we put together Madera Unified teams in basketball, soccer and track and field.
- Staff along with High School AD's and counselors have developed a program regarding the NCAA Eligibility Center. We have begun speaking with our middle school students on the importance of doing well academically in High School. Project "Get Off on The Right Foot". We also do a presentation to our Freshman students and their parents as we walk them through the process of becoming academically eligible and prepared to attend any college they choose by making sure they are qualified.

Staff is very proud of the fact that all of these activities increase our primary goal of student achievement. Staff is looking to get data to see how our student athletes do on State testing and academically in comparison to students not involved in athletics both in Madera Unified and across the state.

Where do we hope to head in the upcoming years? Staff eventually hopes to develop 'B' or 'JV' teams at our Elementary schools so we don't have to cut students from athletic activities. It is activities that will increase our academic scores, reduce behavior problems, increase attendance and ultimately turn around our State Test Scores!!!

Elementary Physical Education

Staff is proud to oversee one of the best Elementary Physical Education programs in the State of California. We have 23 devoted and hard working Elementary PE Specialist that are teaching rigorous physical education units that meet all State Standards. Our community is beginning to enjoy moving!!

- We will hire a PE Grant Coordinator (TSA) to oversee our new Carol M. White PEP (Physical

Education Program) Grant.

- The grant will allow us to move into SPARK curriculum for grades 1st - 12th grade.
- We will provide Professional Development for all of our PE staff at all grade levels.
- We will be able to use the TOT (Trainer of Teachers) model to teach lesson to our regular classroom teachers so they have quality lessons to teach while they are meeting the State mandated minutes that we aren't able to cover with our PE Specialist.
- We will put added emphasis on nutrition and proper diet.
- We will be providing some community activities working together with our Parent Resource Center and other community partners to hopefully bring families together, give them fresh ideas about preparing food and get them moving together.



Action Summary Update

Early Learning Intervention Implementation

1a.4

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Better prepare the children of parenting students for future academic success.• Provide reading intervention for struggling students in grades K-3.• Provide professional learning opportunities in early literacy for teachers K-3.	\$1.3 Million LCFF S&C
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Detailed Summary - Update as of October 31, 2016

We have completed our 2nd year of implementation of the Primary Literacy Support Specialists (PLSS). For year 2016-17, we increased PLSS capacities at two of our elementary sites (Washington and Millview). All other sites have one to two full time PLSSs, based on certain criteria.

We continue to provide reading prevention and intervention for our students in grades K-3rd. Our focus continues to be 1st grade students, however, grade may vary depending on the needs of the site. PLSS teachers are expected to push-in to classrooms to provide reading support through guided reading small groups. Some pull-out occurs dependent on site needs. Students are identified by multiple measures in reading (reading inventories, district wide interim reading assessment, teacher observations-COST meetings, etc). All K-2nd grade students were assessed three times during the 2015-16 school year - all schools showed an increase in proficiency across all grade levels. During school year 2016-17, all elementary students (K-6th grades) will be assessed three times a year using a reading inventory, beginning in August. Kinder-2nd grades will be provided a reading inventory administered by teachers, whereas 3rd-6th grade students will access their assessment via online. Results will determine our next steps with student and teacher support in literacy.

Building capacities in our teachers K-3rd grades is recognized as a strong and effective impact on our children. All PLSS teachers are required to provide demos and professional development for their site teachers. In addition, PLSS teachers created trainings for all teachers district-wide in areas of balanced literacy (guided reading, shared reading, close reading, Daily 5-literacy centers). Push in support for children provides the opportunity for the modeling and coaching of guided reading for our primary teachers.

PLSS teachers are providing parent trainings in areas of literacy at home. These parent trainings are being held at the Parent Resource Centers (PRC). Parent trainings are held in both languages - English and Spanish. Parents will be provided with literacy activities to use at home with their children.



Action Summary Update

Maintain and increase extended learning opportunities for students

1a.5

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase # of students back on track to graduate high school on time• Increase number of students participating in afterschool program	\$50K LCFF S&C
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Detailed Summary - Update as of October 31, 2016

Students attending afterschool programs have been on the rise for our elementary schools since its inception. Our numbers show increases in the amount of names on the waiting lists, some schools are higher than others. We have expanded staff at a few of our afterschool programs to alleviate the amount of names on the wait lists. Challenges are based on access to additional staff from our provider California Teaching Fellows Foundation (CTFF).

New activities and programs being offered for our students during elementary afterschool include Girl Scouts, robotics (Legos) and chromebooks. We continue to research additional academic support and intervention material for our afterschool staff and children.



Action Summary Update

Site specific intervention budget

1a.6

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• SPSA: School site plan<ul style="list-style-type: none">○ SBAC ELA○ SBAC Math○ AMAO goals EL students in CELDT○ Discipline (Expulsions, Suspensions, Truancy, Chronic Absenteeism, and top three incidents by site and District wide)○ Parent Involvement○ Interventions○ Technology	\$1 Million LCFF Base \$1.7 Million Restricted
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Detailed Summary - Update as of October 31, 2016

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process. School sites and their School Site Council allocate their monies to the different initiatives to improve student achievement.



Action Summary Update

Implementation of English Learner Master Plan

1b.1

LCAP Action Focus Indicators

Actual Budget Spent

<p>Lagging Indicator:</p> <ul style="list-style-type: none">• Increase the number of English Learners who meet reclassification criteria. <p>Leading Indicators:</p> <ul style="list-style-type: none">• Increase the number of English Learners who improve one proficiency level or more as measured by the CELDT.• Increase the number of English Learners who meet the Early Advanced or Advanced Proficiency Level as measured by the CELDT.• Increase the number of K-6 English Learners who meet grade level literacy expectations as measured by District Reading Assessments.• Reduce the number of Long-Term English Learners.	<p>\$ 9K LCFF Base \$226K Restricted</p>
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Detailed Summary - Update as of October 31, 2016

<p>Elementary</p> <ul style="list-style-type: none">• All K-6 Teachers and support staff attended on the ELD component of the new ELA/ELD core program.• Each site implemented a Designated ELD Instructional Model that aligned with the EL needs and language levels of the school.• The District Academic Coach and Site C&I TSAs have provided training and support to teachers on the EL principles, academic talk, and integrated ELD instructional strategies.• A district literacy assessment was administered to all English learners to determine baseline reading levels, plan instruction, and target intervention.



Action Summary Update

Maintain and expand educational services to special education students

1b.2

LCAP Action Focus Indicators

Actual Budget Spent

Increase services for special education students Provide necessary staff development for teachers Provide current test kits and protocols for assessments Increase work flow of office	\$1.2 Million LCFF S&C \$5.2 Million Restricted
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Detailed Summary - Update as of October 31, 2016

- Hired 28 new teachers
- Added 1 FTE School Psychologist
- Added 1 BEST Class at Madera High School
- Added a 1st/2nd Grade Autism class at Madison to service additional students as identified
- Autism TSA continues to support Autistic students throughout the district and runs social groups
- Visits with all site administrators
- Visits to all special education classrooms
- Addition of one Program Specialist to support new teachers
- Weekly and targeted professional development for all teachers
- Held Reception for teachers
- Weekly Program Specialist meetings
- Office staff meetings two times per month
- Monthly all staff meetings including psychologists and program specialists
- Compliant response from CDE on all corrective action required
- Hired temporary help due to the heavy workload in the office
- TSA hired to focus on Early Learning to support the Program Specialist overseeing Early Learning Special Education services.



Action Summary Update

Continue reducing the average class size

1b.3

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Address facility needs through prioritization schedule• Lower class sizes by building new schools	\$11.6 Million LCFF Base
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Detailed Summary - Update as of October 31, 2016

The construction of Virginia Lee Rose Elementary School is on schedule and the school is scheduled to open in August of 2017. The new school will increase elementary school student capacity by 850 student seats.

The new high school on Martin St. and Road 26 is currently in the construction documents phase and plans will soon be sent to the state for approval. We anticipate having the new high school ready for students in August of 2019.

The Board of Trustees has approved phase one of the 12-year facilities plan. Included in this approval is the completion of Virginia Lee Rose Elementary School, completion of a new high school on Martin St. and Road 26, completion of the athletic facilities at Madera South High School, modernization of the CTE shops/classrooms at Madera High School, and the purchase of land for a future educational complex. The district's Site Selection Committee will be reconvened to determine the best location for this future educational complex that could potentially house an elementary, middle, and high school. The plan also includes moving forward with designing a new concurrent enrollment middle school that will focus on career technical education.



Action Summary Update

Curriculum, Assessment and Professional Learning related to the implementation of State Standards in the following content areas ELA/ELD, Mathematics and Science

2a.1

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">● Increase the district-wide ratio of devices to students (ChromeBooks and iPads) from● Increase the participation of Curriculum Technology Coaches in grade level PLC's● Increase the quality and frequency of Professional Development<ul style="list-style-type: none">○ SummerTech○ Back-to-School technology training○ Classroom technology coaching and support○ Digital Cafe● Develop and implement CAASPP best practices● Increase student access to original A-G, elective, and credit recovery options through online course provision.	<p>\$ 2.9 LCFF Base \$1.8 LCFF S&C \$1.6 Restricted</p>
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Detailed Summary - Update as of October 31, 2016

Elementary ELA/ELD

- All K-6 Teachers and support staff attended a 2-day professional development session for the new ELA/ELD core program.
- Elementary administrators attended a half day session on the new core ELA/ELD program for the Grades 2-6.
- Each site implemented a Designated ELD Instructional Model that aligned with the EL needs and language levels of the school.
- The PLSS team & Site C&I TSAs provided training and continued support to teachers in the following areas:
 - Balanced Literacy
 - Guided Reading
 - Close Reading
 - Daily 5
- The District ELD Academic Coach and Site C&I TSAs have provided training and support to teachers on the ELD standards, EL principles, academic talk, and integrated ELD instructional strategies.
- Write From the Beginning TOTs provided teachers training in the "Response to Text" genre.

Content Areas: Mathematics, Science, & Social Science

- Site TOTs have continued to support the use and expansion of Thinking Maps into mathematics, science, & social science.
- Site TSAs provided training and support to teachers in the Math Talks (Academic Talk)
- Site TSAs began the development of Math professional learning modules for teachers to build content knowledge and instructional strategies in conceptual understanding, procedural skill and fluency.
- The District Science Academic Coach provided Grade 6 teachers with materials, training and support to implement an NGSS Unit on Energy.
- The District Science Academic Coach provided training to site administrators on the following:
 - NGSS & Philosophical shifts
 - Content & Structure of the NGSS standards
 - 5E Lesson Planning
 - Tool for observation and coaching
 - Integration of Academic Talk
 - NGSS Pilot Test Update

Assessment

- A district literacy assessment was administered to all K-6 students to determine baseline reading levels, plan instruction, and target intervention.
- CI&A staff & teacher teams finalized the development of a District Online Interim ELA and Math assessment to measure student progress toward the mastery of the standards and to provide “SBAC-like” testing experiences.

**Secondary
ELA/ELD**

- All 7-12 Teachers and support staff attended a 2-day professional development session for the new ELA/ELD core program.
- ELA Design teams formed to develop RCD units.
- Site C&I VP's and TSAs provided training and continued support to teachers in Disciplinary Literacy (Reading and Writing in all curriculum areas).

Content Areas: Mathematics, Science, & Social Science

- Site TSAs provided training and support to teachers in the Math Talks (Academic Talk)
- The District Science Academic Coach provided training to site administrators on the following:
 - NGSS & Philosophical shifts
 - Content & Structure of the NGSS standards
 - 5E Lesson Planning
 - Tool for observation and coaching
 - Integration of Academic Talk
 - NGSS Pilot Test Update

Assessment

- Curriculum Design Teams work initiated the development of a District Online Interim ELA and Math assessment to measure student progress toward the mastery of the standards and to provide “SBAC-like” testing experiences.



Action Summary Update

Maintain discretionary certificated and classified staff professional development

2a.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase in % of staff who feel they are receiving satisfactory professional development	<p>\$1.3K S&C \$80K Restricted</p>
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Detailed Summary - Update as of October 31, 2016

- Educator Effectiveness funding has a budget of \$500 per employee for professional development. Employees are allowed to take professional classes they feel will enhance their teaching or job performance.
- Classified employees have a budget of \$500 per employee for professional development. Employees are allowed to take professional classes they feel will enhance their job performance or areas in which they are interested in education.



Action Summary Update

Maintain and increase time for school site and district staff to collaborate within their Professional Learning Communities

2b.1

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• % of staff who feel that professional development has prepared them shifts to common core	Amount will be provided in future action summary
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Detailed Summary - Update as of October 31, 2016

Our Professional Learning Communities (PLC) continue to be an ongoing need for our school leaders and site staff. We had training from Solution Tree and sent several school site teams to the DuFour trainings held in July, 2016. Leaders continue to require the ongoing training and support for effective PLCs. We created cohorts consisting of site Principals - four cohorts at the elementary, one for each at middle and high schools including alternative education. Initially as a pilot trial, our cohorts were required to meet in May, 2016 to align a focus on one of nine district initiatives (Thinking Maps, Collaborative Learning, ELD strategies, Teacher/Student talk-engagement, etc). Each cohort has a district leader/facilitator and are expected to calendar visits to their prospective sites. The purpose of these site visitations is to collect data surrounding their focus initiative. Cohorts share out their collective findings in a short debrief in order to identify exemplar teachers and best practices of instruction for students.

In fall of 2016, all cohorts are expected to continue these visits (2 scheduled visits in the fall; 3 scheduled visits in the spring). PLC meetings will continue throughout 2016-17 and will include data talks centered on our interim assessments. Future PLC training and support will continue for our leaders and their site staff.

Our Madera Academic Progress for Student Success (MAPSS) initiative began Fall 2016. All site leaders are expected to present their data and plans for improvement. Classroom visits are included on the day of presentation. Pre-selected district and cohort leaders are expected to attend their prospective site MAPSS presentations and visits. Qualitative information is shared with site leader and support team during debrief. All sites will receive a report summarizing the findings. A second round of MAPSS visits will be scheduled for all our school sites in Spring 2017. Interim ELA, Math and Reading data will be included in the MAPSS Spring 2017 visits.



Action Summary Update

Continue updating reporting, data analysis and other tools and systems to support staff on executing the cycle of continuous improvement

2b.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">Early Warning System is implemented at all 17 K-6 and K-8 school sites	\$27K LCFF Base \$334K LCFF S&C
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Detailed Summary - Update as of October 31, 2016

Early Warning System Recently Rolled Out to Elementary Counselors for Testing

The Early Warning System was rolled out to the Elementary Counselors for testing and feedback. The early warning system includes analysis of both longitudinal and real-time student data. The system looks at patterns of student attendance, academics, and behavior which could predict a trend change for students early enough so that appropriate interventions can be implemented early. A key piece of this system will be a color coded real-time results review of a student compared to the historical results of a student side by side. This will allow staff a quick visual way to determine how the student is doing compared to historical data points. In order for this component of the Early Warning System to work effectively, data quality will need to be significantly improved. The screenshot below provides a visual of the early warning system. The Mosaic View displays a visual of the entire school. Each square represents a unique student.

Aggregate Statistics

Use these filters to see more specific data in the pie charts and student data table below.

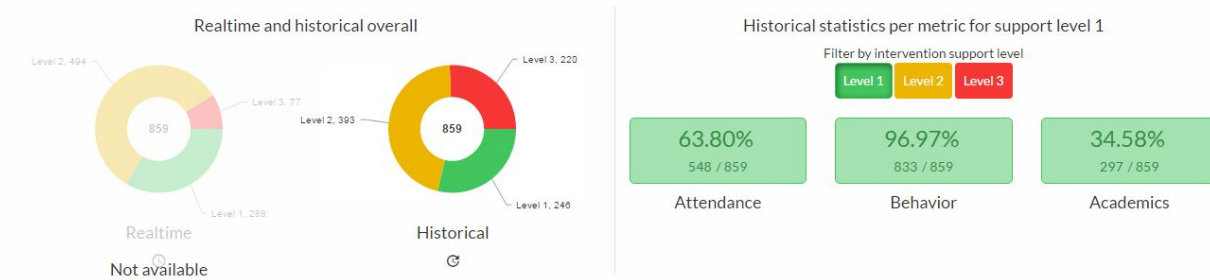
Filter student data by grade, teacher, or intervention support:

Grade... OR Teacher... OR Counselor... [Clear all filters](#)

Choose timeframe:

Realtime ☐ Historical ☒

Viewing 859 of 859 students



Mosaic View

Filter mosaic by All L1 L2 L3 [Clear all filters](#) [+](#) [-](#) [Toggle Fullscreen](#) P1





Action Summary Update

Maintain grade level field trips K-6

3a.1

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Expand student learning opportunities• Increase school climate index score (panorama survey)	\$146K S&C
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Detailed Summary - Update as of October 31, 2016

All K-6th grade field trips have continued to be funded through district. We continue to build pre/post curriculum to provide a expanded learning experience for our students that is centered on common core standards. We are establishing stronger links to technology use with our field trips. The 5th grade trip to the Chaffee Zoological Gardens involves the use of iPads to capture photos and information in order for our students to create Powerpoint presentations based on habitats for certain species of animals. Our 6th grade trip to the San Joaquin River also ties technology use for collecting data on the river (water flow) and fish (salmon, trout).

We continue to build units for other trips with the assistance of our teachers. The 1st grade trip to Storyland includes a literacy unit focused on nursery rhymes and tales (Goldilocks and the Three Bears). Our plan is to continue to build units that support pre/post learning for our students in order to create deeper connections to these experiences.

Our students and parents were provided with a climate survey earlier this school year. Indicators will be used to make necessary adjustments in supports and programs.



Action Summary Update

Maintain and expand programs to support teens who are pregnant while in school

3a.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase percentage of teen parents on track to graduate	\$150K LCFF S&C
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Detailed Summary - Update as of October 31, 2016

The CalSAFE program, which supports pregnant and parenting students is currently offered at Madera High School and Mt. Vista High School. The CalSAFE program will be expanding in early Spring 2017 to increase accessibility to students attending Madera South High School. The construction of the building which will house an infant classroom, a toddler classroom, and auxiliary rooms such as a kitchen, office, restrooms and laundry facilities is currently underway at the Madera South High School campus.



Madera Unified School District (MUSD)

Action Summary Update

Local Control and Accountability Plan (LCAP)

Maintain district supports & operations

3a.3

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Safe & Healthy Environment for Learning & Work.	\$5.9 Million LCFF Base \$ 191K LCFF S&C \$9K Restricted
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Detailed Summary - Update as of October 31, 2016

- District operational costs to support the day to day operations of the District. Operational costs include utilities, staffing for Human Resources, Business Office, Risk Management and Legal.
- Supplemental & Concentrated funding is to support increased services in the District Office for Student Services and Curriculum and Instruction.



Action Summary Update

Site specific discretionary budget to address non-personnel needs listed by Teachers within the LCAP survey

3a.4

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase in the school climate index score rating (panorama survey results)	Amount will be provided in future action summary
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Detailed Summary - Update as of October 31, 2016

Site leaders were provided with the following guidelines and criteria to use when working with their school community to determine how to use the discretionary funds to address non-personnel needs listed by Teachers within the LCAP.

Criteria to Use One-Time Funds for Non-FTE Items FAQ's

One-Time Fund Rules:

- Acceptable items need to be non-FTE
- Have to be listed under "In Progress" or "Not Complete" on the LCAP Feedback Notes
 - Exception is allowed when stakeholders (certificated staff, classified staff, parents etc.) at site agrees to prioritize an item not on the LCAP Feedback Notes List
- Any major facility infrastructure project will be paid for by the district according to the priority of the facilities needs committee
- Desks and chairs will be purchased through District Replacement Cycle

Examples of what you can use funds on:

- Paying for extra time for Teachers to provide tutoring to students before or after school
- Paying for extra time for Teachers to complete Professional Development and additional professional learning time
 - After school and Saturdays (Non-Duty Days)
- Training and curriculum for new courses
- Training and development of assessments (Common Formative Assessments, Check For Understanding, Summative Assessments)
- Pay for extra time for Teachers to complete data analysis within Illuminate
- Supplemental materials okay but not core curriculum
- Shade structures

What we cannot use the funds for:

- Technology equipment
- Substitutes
- Hiring staff

Timeline for when SEC needs to receive the Funding request by:

- First deadline - November 18, 2016
- Second deadline - December 23, 2016
 - Any facility request will need additional time for planning and review

Recommended process to prioritize how to use one time funds:

- Review LCAP Feedback Notes for your respective school site
- Engage stakeholders and obtain their feedback



Action Summary Update

Continue improving the quality and nutritional food offerings to students district-wide

3a.5

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase Student Meal Participation	\$ 4.6 Million Restricted
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Detailed Summary - Update as of October 31, 2016

Create high quality meals that are appealing to the students.

Fresh fruits & vegetables

Scratch & speed scratch cooking

We will continue to implement new meal choices and facilities infrastructure to the Child Nutrition Department to meet our goals.

Purchase & Implement new POS software for the Child Nutrition Department at our Elementary sites.
This project has been completed

Continue to analyze our current staffing needs to look at additional staffing as needed.

Install digital menu boards at our 17 Elementary sites. This is a visual tool to display the menu and educational information regarding the menu that can help increase participation and get kids excited about nutrition. **This project is set to begin in January of 2017**

The construction of a new 56' x 34' x 20' freezer at the Child Nutrition warehouse will begin construction in December of 2016. This will help support the overall operations of the department.



Madera Unified School District (MUSD)

Action Summary Update

Local Control and Accountability Plan (LCAP)

Maintain school site supplies budget (Grounds & Custodial) 3a.6

LCAP Action Focus Indicators

Actual Budget Spent

- Safe & Healthy Environment for learning & work

\$255K LCFF Base

Detailed Summary - Update as of October 31, 2016

Accomplished Yes: (comments)	No: (comments)	Checkpoints
We have a strong effective, emergency and routine maintenance programs.	Working on developing preventive and predictive maintenance programs	Recognize the four major components of an effective maintenance program: emergency (responsive) maintenance, routine maintenance, preventive maintenance, and predictive maintenance.
Preventive maintenance is being performed by our maintenance teams when they visit sites		Preventive maintenance is the most effective approach to sound school maintenance.
Audit has been completed	Program is being developed	Perform a comprehensive District audit before instituting a preventive maintenance program?
	Program is being developed. We are going to start with the Districts HVAC systems.	Institute preventive maintenance that has an appropriate system (e.g., heating or cooling systems) before commencing with a full-scale, district-wide program.
Copies are available or attached to the equipment.		Manufacturer supplied user manuals (O&M's) are examined for guidance on preventive maintenance strategies for each targeted piece of equipment.
	Records will be kept once program is developed.	Keep records of preventive maintenance efforts maintained.
Maintenance teams are looking for preventive maintenance items as they routine their assigned schools		Schedule preventive maintenance activities and coordinate with the routine maintenance schedule so as to minimize service interruptions.
Only 3 people in the District can authorize and Sonitrol changes.		Manage / check access control.
Ongoing. New systems purchased as needed.		Manage / check bells and clock systems.
Ongoing. Electrical upgrades for chrome carts is being done.		Manage / check electrical systems.
District has hired an outside firm to manage our energy use.		Managing / check energy use.
Ongoing. New systems installed as needed. Vendors called to make repairs.		Manage / check fire alarms.

Ongoing. Over 15 schools have received new flooring. % more this summer.		Manage / check floor coverings.
Serviced yearly by a vendor		Manage / check gym floors.
Ongoing. Preventive maintenance program being developed.		Manage / check HVAC Systems.
Ongoing. Temperatures are checked to maintain Health dept requirements		Manage / check hot water heaters.
Ongoing. 2 kitchens are upgraded each summer.		Manage / check kitchens.
Ongoing. Over 15 schools have received new paint. 5 more schools will be painted this summer.		Manage / check painting projects.
Ongoing. New fixtures installed as needed		Manage / check plumbing systems.
Ongoing. New systems are installed as needed. New systems are wireless.		Manage / check public address systems and intercoms.
10 sites have been re-roofed. 3 more sites will be done this summer		Manage / check roof repairs.
Monitored and recorded weekly		Manage / check water irrigation systems.
Vendor hired yearly to check for compliance.		Manage / check fire alarm systems.
District standards have been developed and distributed to each custodian.		Determine expectations for custodial services.
District added custodians. Levels are acceptable.		Staff the custodial workforce at a level that can meet the organization's expectations for its custodial service.
Team cleaning was tried. Went back to site/area cleaning.		Has a suitable approach to custodial services (e.g., area cleaning vs team cleaning) been selected to meet the District's expectations for custodial service?
Grounds management has been defined. Routine and site assignments have been defined.		Planning grounds management; have grounds been defined for all property, including school sites, remote locations, the central office, and other administrative or support facilities.
Professional development training for groundsmen assigned to sports fields has been completed.		Have areas of special concern (e.g., stadium, varsity fields, open fields) been identified and considered for grounds management.
HSA guidelines are being followed.		District plan for responsibly managing fertilizer and herbicide use?
New clocks and controllers have been installed. Watering done on City allowed days.		District plan for responsibly managing watering and sprinkler systems (e.g., non-water days, sports fields, open areas).
Ponding basins cleaned out once a year. Drain problems addressed as needed.		District plan for responsibly managing drainage systems (e.g. ponding basins, drain cleaning).
	Fields are used by students and the public. Rest time is minimal	Does the organization have a plan for responsibly managing "rest time" for fields/outdoor areas?
Only drought resistant plants are planted.		Does the organization have a plan for

		responsibly managing the costs and benefits of flowerbeds?
	Director has requested 1 each new Maintenance Journeyman, Groundsman and Custodian.	Is the Maintenance & Operations Department organized and administered to best meet the needs of the maintenance plan.
	A program will need to be developed.	Does the maintenance and grounds operations staff take time to market its efforts and successes to the rest of the District.
Bi-weekly meetings are held with the department's leadership personnel.		Are department leads proactive with their communications to the site Administrators.
Work order system runs very smoothly. All sites have been trained.		Has the work order system been kept updated within the department?
All sites have been trained. New employees are trained as needed.		Do staff in every building and campus in the district know the procedures for initiating a work order request.
Only Principals, administrative assistants and head custodians can submit work orders.		Is the person identified that can officially submit a work order at each site.
	Some work orders are checked, but due to the volume of work orders we receive it is difficult to check all work completed.	Does the supervisor evaluate (either by random personal assessment or customer feedback) whether the quality of work meets or exceeds departmental standards before "closing out" a work order.
Completed work orders are entered daily when completed.		Is all information about a completed work order up to date and maintained in a database for future historical and analytical use upon its completion.
Only 3 people at each site has the authority to enter work orders.		Is the work order system streamlined so as to minimize the number of people involved in work order delivery, approval, and completion as is reasonable for managing the process.
Ongoing. Parts replaced as needed.		Is the parts room adequately supplied with tools, supplies and parts.
Department account tech monitors PO's on a daily basis.		Are open purchase orders monitored as a tool for purchasing supplies and parts in a cost-effective manner.
M&O can submit PO's. Purchasing processes them.		Have appropriate control checks been placed on supply storage and purchasing systems.
All equipment has been standardized.		Has equipment selection been standardized throughout the district in order to save on storage space & costs for servicing multiple brands?
	Dispensers are only installed at some sites	Are chemical dispensers used to automatically mix and conserve cleaning agents.
Only department projects are reviewed.		Does the department team leads meet to review all plans, construction documents, and decisions throughout development of a project.

Ongoing. Visits are made to new facility sites.		Do members of the maintenance and operations department visit construction sites on a routine basis to observe the quality of the work, monitor the placement of valves and switches, and verify the overall progress of the project.
	Not all projects are well documented. We are working on updating.	Are the results of all renovation/construction projects well documented and archived (as-builts).
Before final payment is made, all work is inspected for compliance.		At completion of renovation or construction projects checked to meet quality standards.
Meetings are held bi-weekly to go over the budget with all department leads		Does the department management team and leads meet to review all department activities including the budget.
Ongoing. Major parts of the project have been implemented.		Has the Healthy Schools Act been implemented. Has all department employees gone through mandatory class.



Action Summary Update

Implement replacement schedules for equipment, technology and other needs

3a.7

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Equipment Replacement Schedule• Technology Replacement Schedule	\$341K LCFF Base \$2.1 Million LCFF S&C
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Detailed Summary - Update as of October 31, 2016

The district has continued to make progress in replacing aging equipment and technology. Maintenance and Operations has replaced a half dozen vehicles and some of their aging grounds equipment. Transportation has purchased another 6 buses to replace buses that were put into service in the 1980's and early 1990's.

The district has also purchased new classroom furniture for multiple school sites in an effort to keep up with 21st century learning environments. Additional technology devices have been placed in student's hands. The district is on track to meeting its goal of a 1 to 1 ratio of devices to students by the 2017-18 school year. Replacement of aging cabling and wireless access points will continue to happen during the current school year.



Action Summary Update

Professional Learning related to improving school safety and climate

3b.1

LCAP Action Focus Indicators

Actual Budget Spent

- Agendas, minutes, materials, sign-in sheets, teacher survey, and discipline data.

\$249K LCFF Restricted

Detailed Summary - Update as of October 31, 2016

Our elementary counselor group continues to support students considered at-risk due to behavior issues at our K-6 and K-8 school sites. All sites are supported by a full-time or part-time counselor depending upon the size and needs of the school sites. Several criteria is used to determine need for full-time or part-time support. Elementary counselors provide one-on-one, small group and whole group support for children. They work in collaboration with administrators, teachers, psychologists and other support staff in order to identify and create safety plans for our children in need.

We will continue to increase the amount of elementary counselors to eventually work towards a counselor at every school site. The school year of 2016-17 will increase by one additional counselor. In order to hire quality elementary counselors, we will be working with our local universities to provide internships for college students moving towards counseling degrees.

Trainings based on working with difficult children are provided for all our elementary counselors and vary in topic to include bullying, depression, anger management, etc. Elementary counselors are utilized at sites for staff trainings through in-class demos, observations, professional development and coaching. Parents are provided trainings by our elementary counselors to improve positive discipline and interactions for families. All elementary counselors meet monthly in a Professional Learning Community (PLC) to review data, discuss best practices, monitor caseloads and provide additional support in trainings.

Currently, we are creating a mindset survey for our children to measure impact of elementary counselors. We are also creating a method to monitor impacts on children regularly seen by a counselor, measures will include attendance, academic achievement and behavior. All methods of monitoring will be kept confidential due to subject matter and protection of identities of children.



Action Summary Update

Recruit and retain highly qualified teachers and support staff at school sites

3b.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">Improve teacher misassignment rate	\$39 Million LCFF Base \$2.2 Million LCFF S&C \$750K Restricted
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Detailed Summary - Update as of October 31, 2016

MUSD worked with MCOE to create a job fair for both teachers and classified staff. The event attracted qualified teachers who will earn their credential in December, 2016. MUSD was able to hire 3 teaching candidates for vacant positions.



Action Summary Update

Implementation of new employee training 3b.3

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">Improve school climate index score (panorama survey)	\$15K LCFF S&C 159K Restricted
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Detailed Summary - Update as of October 31, 2016

All new employees receive the mandatory trainings set forth in the education code. Furthermore, individual departments/sites establish training schedules for new employees and many provide mentors to assist the new employee.



Action Summary Update

Address facilities needs through the needs prioritization schedule

3b.4

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Enrollment Projections• FIT Inspection Tool Results• Facilities Committee Prioritization List• Site Facilities Needs List• Deferred Maintenance Schedule	<p>\$3.2 Million LCFF Base \$2.8 Million Restricted</p>
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Detailed Summary - Update as of October 31, 2016

The construction of Virginia Lee Rose Elementary School is on schedule and the school is scheduled to open in August of 2017. The new school will increase elementary school student capacity by 850 student seats.

The new high school on Martin St. and Road 26 is currently in the construction documents phase and plans will soon be sent to the state for approval. We anticipate having the new high school ready for students in August of 2019.

The Board of Trustees has approved phase one of the 12-year facilities plan. Included in this approval is the completion of Virginia Lee Rose Elementary School, completion of a new high school on Martin St. and Road 26, completion of the athletic facilities at Madera South High School, modernization of the CTE shops/classrooms at Madera High School, and the purchase of land for a future educational complex. The district's Site Selection Committee will be reconvened to determine the best location for this future educational complex that could potentially house an elementary, middle, and high school. The plan also includes moving forward with designing a new concurrent enrollment middle school that will focus on career technical education.

In July, the district's Facility Committee made a recommendation to the board prioritizing facility needs at various district sites. The district has already completed 8 of those items and another 9 are currently in various stages of progress. The board received an update on these items on October 25, 2016.

Deferred maintenance projects completed this fiscal year have included:

- Roofing at Alpha Elementary School and Madera High School
- Carpet replacement at Berenda, Thomas Jefferson, Lincoln, and Alpha
- Exterior painting at Thomas Jefferson, Alpha, and Berenda
- Cafeteria flooring at Thomas Jefferson
- Asphalt paving at Madera High School
- Kitchen remodel at John Adams



Action Summary Update

Continue to maintain and expand Parent Resource Centers 4a.1

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none"> To continue to expand, operate and fully staff (6) Parent Resource Centers to support MUSD, parents, teachers, families and the community at <u>Sierra Vista Elementary, Monroe Elementary, Lincoln Elementary, Madera South High School, Small Fry Parent Co-Op</u> and <u>Millview Elementary</u>. Increase parental knowledge and skills related to parent leadership, child development, behavior and academics which allows parents to prepare their children for school. Increase partnership with parents, schools, community agencies inclusive of federal, city, nonprofit agencies and community leaders. Recruit and train parent volunteers to secure additional parent education opportunities that will lead to higher quality of parent engagement activities. 	\$94K LCFF S&C
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Detailed Summary - Update as of October 31, 2016

PARENT RESOURCE CENTERS:

The Department of Family and Community Services began FY 2016-2017 with a total of six Parent Resource Centers (PRCs). PRCs serve as a link to bring together a host of diverse programs and services under one roof, creating unique and centrally located services and resources dedicated to helping families and children. PRCs are currently located at **Sierra Vista Elementary, Monroe Elementary, Lincoln Elementary, Alpha Elementary, Small Fry Parent Co-Op** and **Millview Elementary**. PRCs are staffed through a combination of **four full-time** and **five part-time** Parent Resource Center Assistants that work creatively and diligently to supervise center activities and the delivery of parent engagement services.

INCREASE PARENTAL KNOWLEDGE

Program and services related to parent leadership, child development, behavior and academics are delivered through a combination of PRC staff and community referrals, or through contracted providers, which promote parent involvement. All services are designed to build on protective factors, such a parental resilience, social connections, knowledge of parenting and child development. The following program, services and resources are currently in place: Adult Literacy Classes, English as a Second Language, Citizenship Preparation, Computer Literacy, Family Literacy, Family Math, Parent Education, Parents as Leaders and Community Referrals.

INCREASE PARTNERSHIP WITH PARENTS, SCHOOLS AND COMMUNITY AGENCIES:

Fiscal Year 2016-2017 marks the beginning of year three of our contract with Madera Coalition for Community Justice. They continue to refine the Parents as Leaders program to align modules to stay current with revised LCAP and LCFF requirements. MCCJ has proven to be an excellent partner that has built capacity for parents to feel comfortable with attending LCAP community meetings as well as engaging in parent engagement events offered district-wide. The first quarter Parents as Leaders Training are currently in progress at Millview, La Vina, and John Wells Community Center. The John Well Community Center is being used as a venue to offset the space issue at Washington and also opens additional opportunities for parents from feeder schools such as Monroe and Sierra Vista to participate.

MUSD is also in it's second year of implementation with the following parent engagement programs.

ValleyPBS- Ready to Learn Program - Parents learn how to access teaching tools, including free educational PBS Kids television programming, storybooks and hands-on activities to teach their children fundamental academic, life and critical thinking skills that contribute to future success in school and life.

School Smarts Program - Teaches parents the educational system, communication skills and leadership. Each session includes instructional art activities that reinforce key lessons, which help build a sense of community and underscore the importance of a complete education that includes the arts.

Strengthen Families Program - Helps parents engage in structured family activities, practice therapeutic child play, conduct family meetings, learn communication skills, practice effective discipline, reinforce positive behaviors in each other, and plan family activities together.

RECRUIT AND TRAIN PARENT VOLUNTEERS:

Community volunteers serve at the core of the success of parent engagement and the development of the PRCs. To date, 28 volunteers have been recruited and given parent engagement assignments to support our programs operated through the Department of Family and Community Services. MUSD continues to maintain a strong relationship with the Ministerial Association in support of the "Adopt-a-School Project" which funded all expenses associated with fingerprinting and TB tests.



Action Summary Update

Local Control and Accountability Plan (LCAP)

Continue partnering with community based organizations to help develop parent leadership and capacity in the LCAP engagement process

4a.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none"> • Increase in the number of Parents involved in the LCAP engagement process • Increase the percent of parents who feel that their input will be heard and valued by school leadership (parents who attend the LCAP community meetings) 	\$74K LCFF S&C
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Detailed Summary - Update as of October 31, 2016

Our district has partnered with the Madera Coalition for Community Justice to engage parents in the LCAP feedback process. The tables below provide the following information:

- Number of attendees at each of our LCAP community meetings held year to date
- LCAP Community Meeting Feedback Survey Results
- Upcoming LCAP Community Meeting Dates

Meeting Date	Meeting Location	Number of Attendees
Oct 27	Dual Language Immersion (DLI) /LCAP at Madison Elementary	89
Nov 3	LCAP at Martin Luther King Jr. Middle	34
Nov 10	Migrant PAC / LCAP at Sierra Vista Elementary	44
Nov 15	LCAP at Sierra Vista Elementary	100
Total		267

Feedback Survey Results from Parents and Community Members

Response Type	Question 1 - The information shared during the Community Meeting was clear to me and met my expectation.	Q2- I feel my input will be heard and valued by school leadership.	Q3- The visuals and handouts were appropriate and helpful.	Q4- Sufficient time was used to cover all materials and information.
% Agree or Strongly Agree	95.5%	95%	95.6%	93%

DATE	SCHOOL SITE	TIME
Wednesday, December 14	MHS Cafeteria (Youth)	2 – 3:30 pm
Thursday, January 19	MSHS Media Center	5:30 – 7:30 pm
Wednesday, January 25	MHS Cafeteria	5:30 – 7:30 pm
Thursday, February 9	Washington Cafeteria	8 – 10:00 am
Thursday, February 16	Monroe Cafeteria	8 – 10:00 am

The feedback received from the community meetings will be reviewed, compiled and presented to the Board during the spring semester.



Action Summary Update

Maintain and expand supports for Foster, Homeless, Migrant and other unique student population groups

4a.3

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase the number of foster youth students on track to graduate• Increase the number of Homeless students on track to graduate• Increase the number of Migrant Education students to graduate	<p>\$33K LCFF S&C \$187K Restricted</p>
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Detailed Summary - Update as of October 31, 2016

- Hire a “Family Support Specialist” to identify all Foster Youth students at Madera Unified:
 - Streamline identified Foster Youth students through Aeries, the Department of Social Services, Madera County Office of Education, and CalPads.
 - Case manage the Foster Youth students for services:
 - Offer college awareness visits and workshops
 - Bring any academic needs to the attention of the proper staff member
 - Facilitate all summer school interventions
 - Provide positive recognition supports for FY students
 - Facilitate the “Fencepost” program
- Hire a temporary/part-time staff member to identify all Homeless students at Madera Unified:
 - Work with the PMIC Department to identify and verify qualified Homeless students
 - Properly identify all identified Homeless students in Aeries
 - Coordinate efforts to support Homeless students with their educational needs
 - Develop a working relationship with the proper staff at Madera County Office of Education
- Hire a Coordinator to facilitate Migrant Education services for Migrant students:
 - Hire “Identification & Recruitment” staff to properly identify Migrant families and students
 - Provide academic interventions for K-6 Migrant Education students after school.
 - Provide academic interventions for 7-12 Migrant Education students during and after school
 - Organize and coordinate the “Parent Advisory Committee”
 - Provide summer school services



Action Summary Update

Maintain and expand parent involvement in the LCAP, Budget and Other related activities

4b.1

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">• Increase the number of parents participating in the LCAP community meetings	\$61K LCFF S&C \$12K Restricted
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Detailed Summary - Update as of October 31, 2016

The LCAP Parent Advisory Committee (PAC) has met the following times:

Meeting Date	# of Members in Attendance
9/14	16
10/5	11
10/26	15

The following actions have been implemented in order to improve Parent attendance during future PAC meetings:

- Personal phone calls are made to each PAC to determine if they will attend the meeting
- PAC bylaws were modified to allow for an alternate PAC member to attend if the main member cannot make it. Alternates are contacted when needed
- Principals receive an attendance report which includes their respective school site representation at PAC meetings

The following LCAP Parent Advisory Committee meetings have been scheduled for the future:

- November 9th, 2016
- December 7th, 2016
- January 18th, 2017
- February 8th, 2017
- March 1st, 2017
- May 17th, 2017



Action Summary Update

Maintain and update LCAP Dashboard

4b.2

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">● Increase in the number of fully functional indicators within the LCAP Dashboard	\$ Amount will be provided in future action summary
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Detailed Summary - Update as of October 31, 2016

The LCAP Dashboard has been updated with the following indicators:

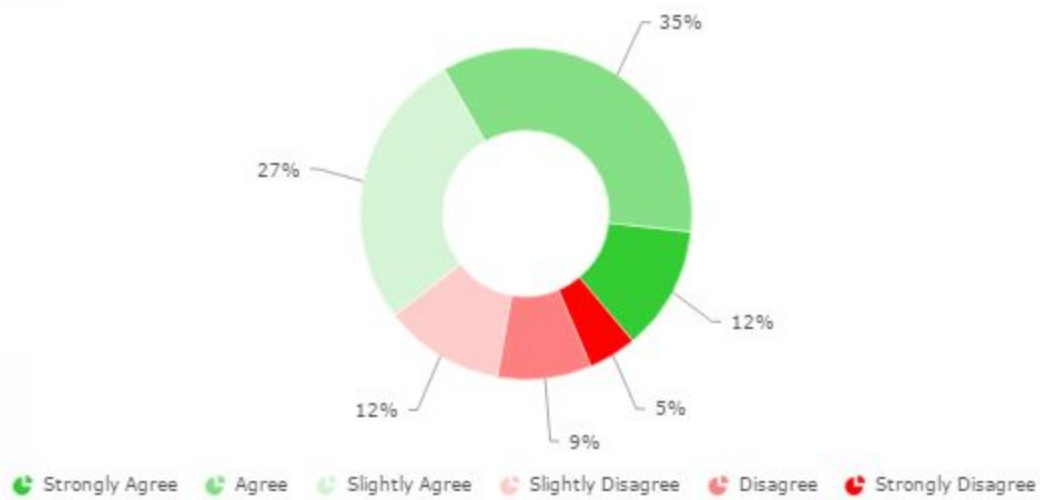
- Percent of staff who feel that professional development has prepared them for the shifts to common core state standards
- Percent of staff who feel they are receiving satisfactory professional development for their current position
- Percent of staff who feel they have the curriculum materials needed for the shifts to common core state standards
- Percent of students who met or exceeded the state standard in ELA
- Percent of students who met or exceeded the state standard in Math
- Percent of students with a D or F in their report card
- Attendance Rate
- Percent of students with an attendance rate below 90%

The LCAP Dashboard can be accessed online using the following URL.

**Percent of staff who feel that professional development
has prepared them for the shifts to Common Core State Standards**

of Respondents: 469 (548)

Strongly Agree / Agree Percentage: 47% (29%)



<http://lcap.madera.k12.ca.us/>



Action Summary Update

Maintain and expand interpretation and translation services 4b.3

LCAP Action Focus Indicators

Actual Budget Spent

<ul style="list-style-type: none">Hire additional translators to support school sites	\$147K
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Detailed Summary - Update as of October 31, 2016

Eight translators have been assigned at all school sites based on the need for interpretation services needed for IEPs, Student Study Team Meetings, COST Meetings, and Site Meetings. They also assist the schools with translating documents when on site. All requests for interpreters on days they do not have one on site, they request these on a form submitted to Special Services.