



LCAP Implementation

3rd Update as of March 31, 2016

2015 – 2016

Performance Management and Internal Communications

Table of Contents

Equitable Access to Rigorous High – Level Programs

Strong Core Academic Programs

1. Implementation of College and Career Readiness Initiatives Pg 1
2. Computer and Technology Upgrade and Modernization Pg 5
3. Early Reading Intervention Implementation Pg 7
4. English Learner District Office Support Structure Improvements Pg 9
5. Development of Principal Data Dashboard to monitor progress of all students at a disaggregated level Pg 12
6. Establish District – wide Master Scheduling Process utilizing data to ensure students are enrolled in the correct courses Pg 14
7. Continue Expansion and Improvements in our Art and Music Programs Pg 16
8. Continue Expansion and Improvement in our Athletic Programs Pg 18

Consistent Implementation of the Instructional Focus

1. Implementation of State Standards Pg 20
2. ELD Curriculum Upgrade and Implementation Pg 22
3. ELD Specialized Training Pg 24
4. Implementation of English Learner Master Plan Pg 27
5. Expand Educational Services to Special Education Students Pg 29
6. Increased Support for Early Learners Pg 31
7. Move to average class size of 24:1 TK-third grade class size reduction Pg 33

Data – Driven Professional Learning and Collaboration

Investment in Growth of Teachers, Leaders and Staff

1. Highly Qualified Teachers/Retention & Recruitment Pg 34
2. Discretionary Teacher Professional Development Budget to Increase Opportunities for Professional Growth Pg 36
3. Two additional Teacher Institute Days to provide Teachers with more planning time with their professional learning communities Pg 38

Data – Informed Culture

1. Professional Development to Staff on executing the Cycle of Continuous Improvement Pg 40
2. Development of Principal Data Dashboard to monitor the progress of all students at a disaggregated level Pg 42
3. Provide high quality professional development on the use of data analysis tools Pg 44
4. Maintain/Update Graduation Tracker Tool for Site Admin and Counselors Pg 46

Safe and Healthy Environments for Learning and Work

Safe, Caring and Respectful Environment

1. Research potential district-wide options for Positive Behavior Intervention Systems Pg 48
2. Recruit and retain highly qualified teaching talent Pg 50
3. Recruit and retain staff focused on improving school safety and climate Pg 52

4. Recruit and retain staff at school sites focused on providing targeted supports for English Learner students Pg 54
5. Increase classroom supply budget Pg 56
6. Add grade level field trips K-6 Pg 58
7. Create and establish an early identification and intervention system (early warning system) to coordinate social emotional supports to students in need Pg 60
8. Maintain programs to support teens who are pregnant while in school Pg 62
9. Address facilities needs through needs privatization list schedule Pg 64

Responsive District Supports and Services

1. Develop system to ensure that all new employees receive sufficient training to be successful in their respective role Pg 66
2. Develop long term substitute teacher program which includes training opportunities for long term substitutes Pg 68
3. Update school site facilities based on individual school site prioritized needs list Pg 70
4. Develop replacement schedule for facilities, equipment, technology and other needs Pg 72
5. Increase cleanliness and up keep of school site facilities Pg 74
6. Increase quality and nutritional food offerings to students district – wide Pg 76
7. Classified staff professional development budget Pg 79

Strong Relationships with Families and Community

Proactive Outreach and Communication to Parents and Community Partners

1. Continue to expand and fully staff Parent Resource Centers Pg 81
2. Partner and support community based organizations to help develop Parent leadership and capacity in the LCAP engagement process Pg 84
3. Expand robotics offerings to students Pg 86
4. Expand targeted supports for Foster/Homeless Youth Pg 88
5. Develop system to organize and deploy community volunteers Pg 90

Public Trust and Commitment

1. Maintain and Update LCAP Data Dashboard Explorer to allow members of the public monitor the performance overall goals within the LCAP Pg 93
2. Hold ongoing LCAP stakeholder input sessions which includes review of LCAP Data Dashboard indicators through Equity Walks Pg 95
3. Expand marketing of the following meetings, LCAP input sessions, School Site Council, English Language Advisory Committee, District English Advisory Committee, Parent Advisory Committee Pg 97
4. Increase interpretation and translation services Pg 99

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Sheryl Sisil

Action Description from LCAP:

Implementation of College and Career Readiness Initiatives

- Implement a Career Academy model (Agriculture, Advanced Manufacturing, and Health Careers)
- Redesign, rebuild, and implement career pathways
- Develop viable Career Pathway options at our Continuation high school and Community day school.
- Develop career guidance, career exploration, and career pathways for grades 6-8.
- Develop Career Readiness Indicators
- Develop career explorations programs for elementary students
- Early, sustained career counseling and information, K-12

Update on Progress:

1st Update - September 30

Completed Steps:

In the department of College and Career Readiness the following initiatives are currently being implemented:

1. We have implemented two new career pathways in our Continuation and Community Day School, those pathways are Public Safety and Building Trades and Construction. Both programs are being taught by credentialed CTE teachers, are implementing coursework aligned to the CTE standards, and working closely to build a strong foundation for those new programs.
2. We have implemented the Kids Invent program to support innovation and creativity in all Grade 5 classrooms through curriculum that supports Science and Math standards. The fifth grade teachers are implementing Kids Invent lessons weekly for approximately 1-2 hours weekly. The Lyles Center for Entrepreneurship and Innovation is providing instructional support and designing curriculum for the teachers to use during their Kids Invent lessons.
3. The newly unveiled Career Academy and Career Pathway model has been shared with School Board members, district administration, site administration, as well community stakeholders have provided very valuable feedback regarding the career pathways at each school site. This model will be going forward for board approval in November, this will provide the opportunity to move forward on the necessary planning for implementing both new and revised pathways for the 2016 school year.
4. MUSD Secondary Course Guide will be available by January 2016. The course guide will be available both electronically as well as in a hard copy format. This past spring the district secondary course databank was updated and revised with a new course numbering system and course naming system. There were 184 new course(s) or course revisions submitted to UC Course Management Portal to be effective for 2015-2016.
5. Middle School elective programs are being implemented that align to the Engineering career pathway. The courses being taught are Robotics and Automation, Design and Modeling, Science of Technology, and Magic of Electrons.

Upcoming Priorities:

In the department of College and Career Readiness the following initiatives are upcoming priorities:

1. Our department is working with PMIC department to develop a Graduate Profile for our district: this graduate profile would include: a 6-year college and career planning tool, early warning indicators to identify students at-risk of not graduating as well as meeting or being on-track for A-G/CSU requirements, global career readiness indicators, and electronic transcripts.
2. Providing Professional Development to CTE teachers in Career Pathways to develop appropriate courses of sequence for all career pathways. This professional development has already begun, but will continue well into the spring and be ready for A-G submission. In our department all new courses will be written to meet A-G credit as an elective as well as a core subject area. This will create a true integrated curriculum model for our students.
3. Continued planning and development of the integrated Middle School Career Technical Education center. Staff will be developing a committee to provide a recommendation on the feasibility and the programmatic options for the integrated middle school.
4. District staff will be working closely with the State Center Community College, Madera County Office of Education, and other community stakeholders to develop a comprehensive analysis and report to better understand the need and demand for career pathways and the impact to all students at Madera Unified School District ("white paper"). The purpose of this report is to provide Board leadership with data and insight into the breadth and the depth of the occupational projections for Madera County. The report will also provide recommendations regarding localized labor markets to develop and implement training programs within Madera Unified School District in collaboration with the State Center Community College.
5. In order to better support the secondary counselors with Master Scheduling, NCAA eligibility, A-G/CSU Course submission, MUSD Course Guide, College Tours, Industry Tours, Parent Education on Career Pathways, College Readiness Indicators, etc. the department would like the opportunity to add an additional position of District Head Counselor/Master Scheduler for the 2016-2017 school year.
6. Establish programmatic and facility needs relating to Career Pathways at Madera High School:
 - a. Culinary Arts Pathway
 - b. Transportation Pathway
 - c. Manufacturing Pathway

2nd Update - December 31

Completed Steps:

In the department of College and Career Readiness the following initiatives are currently being implemented:

1. MUSD Course Guide
2. MUSD Career Pathways approved to begin in 2016-2017
3. College and Career Readiness Newsletter sent weekly to all CCR Stakeholders.
4. Completed writing courses for three career pathways: Health Careers, Public Safety, and Education
5. Submitted the Career Technical Education Incentive Grant (CTEIG) for 1.3 million additional CTE dollars.
6. Identified programmatic and facility needs for the following Career Pathways: Culinary Arts, Performing Arts and Theatre Production, Manufacturing, and Transportation.
7. Establishing a Ag Career Prep Academy with Wonderful Co. and SCCCD in Ag Business The Ag Business Career Pathway will begin the fall of 2016

Upcoming Priorities:

In the department of College and Career Readiness the following initiatives are upcoming priorities:

1. Providing Professional Development to CTE teachers in Career Pathways to develop appropriate courses of sequence for all career pathways. This professional development has already begun, but will continue well into the spring and be ready for A-G submission. In our department all new courses will be written to meet A-G credit as an elective as well as a core subject area. This will create a true integrated curriculum model for our students.
2. In order to better support the secondary counselors with Master Scheduling, NCAA eligibility, A-G/CSU Course submission, MUSD Course Guide, College Tours, Industry Tours, Parent Education on Career Pathways, College Readiness Indicators, etc. the department would like the opportunity to add an additional position of District Head Counselor/Master Scheduler for the 2016-2017 school year.
3. Working on the development of an Heavy/Medium Truck Career Pathway. Currently this career pathway is not taught in any high school program. This career pathway would articulate with Reedley College to culminate in an industry certification. Talley Transportation and Vulcan Materials will be sitting on the initial Business Advisory committee as well as Joseph Ayerza.
4. Using CTEIG funds we will begin the renovation of the Culinary Arts facility at Madera High School.
5. Using CTEIG funds we will begin the renovation of the Theatre Technology/Production facility at Madera South High School.
6. Using CTEIG funds well begin to renovation of the Construction facility at Ripperdan Community Day School.
7. Continued planning and development of the integrated Middle School Career Technical Education center. Staff will be developing a committee to provide a recommendation on the feasibility and the programmatic options for the integrated middle school.
8. In order to better support the secondary counselors with Master Scheduling, NCAA eligibility, A-G/CSU Course submission, MUSD Course Guide, College Tours, Industry Tours, Parent Education on Career Pathways, College Readiness Indicators, etc. the department would like the opportunity to add an additional position of District Head Counselor/Master Scheduler for the 2016-2017 school year.
9. Our department is working with PMIC department to develop a Graduate Profile for our district: this graduate profile would include: a 6-year college and career planning tool, early warning indicators to identify students at-risk of not graduating as well as meeting or being on-track for A-G/CSU requirements, global career readiness indicators, and electronic transcripts.

3rd Update - March 31

Completed Steps:

1. MUSD Course Guide
2. MUSD Career Pathways approved to begin in 2016-2017
3. College and Career Readiness Newsletter sent weekly to all CCR Stakeholders.
4. Completed writing 19 new CTE courses to be implemented in the 2016-2017 school year.
5. Received a Career Technical Education Incentive Grant (CTEIG) for 1.3 million additional CTE dollars.
6. Identified programmatic and facility needs for the following Career Pathways: Culinary Arts, Performing Arts and Theatre Production, Manufacturing, and Transportation.

7. Completed the first year of the E3P Education Grant. This is a California Career Pathway Trust grant that MUSD is partnered with Clovis and Sanger Unified.
8. Completed the second year of the STEPS Plant Science Grant. This is a California Career Pathways Trust grant the MUSD received in 2013.
9. Increased enrollment in CTE pathway courses at MHS and MSHS substantially.

Upcoming Priorities:

1. Adding an additional Coordinator position in the CCR department.
2. Building a 6th grade Career Exploration Curriculum to begin in the fall 2017. This is a collaborative project with Director Grossnicklaus and Career Pillar. There will be 15 units of study all designed and built around the Career Pathways in MUSD.
3. Create a Graduate Profile for MUSD.
4. Develop and Design a 3rd grade Career Awareness Curriculum
5. Plan and develop a Medium/Heavy Truck Career Pathway to open at MHS in the fall of 2018. This will be an articulated program Reedley College and/or Merced College.
6. Further development of the Manufacturing and Engineering program. Capstone courses will need to be written and submitted for the 2017-2018 school year.
7. Professional Development for CTE teachers on Curriculum Development and Instructional Strategies.

Local Control Accountability Plan (LCAP)

Implementation Update

District Lead:

Rebecca Malmo
Steven Alexander

Action Description from LCAP:

Computer & Technology Upgrade and Modernization

Update on Progress:

1st Update - September 30

Completed Steps:

A significant effort has been made to upgrade student devices in the classroom. Over 7,000 Acer ChromeBooks have been deployed district-wide to students in grades 4-12. Partial class sets of iPads have been provided to all secondary science teachers, 7-12.

Upcoming Priorities:

Continue to utilize and integrate available technology; prepare for additional devices in grades K-3.

2nd Update - December 31

Completed Steps:

Expand the use of Aeries grade reporting and parent portal access. Request devices for grade three to further integration of technology and better prepare students for success on the SBAC. Support the use of Cyber High to provide maximum credit recovery opportunities.

Upcoming Priorities:

Provide technology support for a successful Spring 2016 SBAC; deploy additional devices to grade 3; continue to provide quality professional development district-wide; improve school to home communication with an upgraded website.

3rd Update - March 31

Completed Steps:

Both Instructional Technology and Technology Services supported all school sites for CASSPP testing. There were very few isolated technical issues for students and teachers. Quality professional development has continued this quarter, with a year to date total of 1,457 staff contacts made by Instructional Technology. Work on an improved, upgraded website is under way and will launch after school is out, when website traffic is lowest.

Upcoming Priorities:

Prepare for SummerTech16, Classified SummerTech, and a variety of Back-to-School professional development efforts. Support technology integration for summer school. Launch a master district-wide professional development calendar.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Elizabeth Runyon

Action Description from LCAP:

Early Reading Intervention Implementation

- Add additional Primary Literacy Support Specialist and deploy them based on LCFF need calculation (see appendix B)

Update on Progress:

1st Update - September 30

Completed Steps:

Hired 18 PLSSs - Year 2014-15

Hired an additional 5 PLSSs - Year 2015-16

Purchased Districtwide Reading Assessment kits for all K-2 teachers

Training on Assessment kits for K-2 teachers

Upcoming Priorities:

Continue staff professional development (building K-3 staff capacity in literacy skills)

Continue prevention model focus with K-3 grade students at all sites

Progress monitoring for all K-2 students Districtwide will be reported 3x a Year (2015-16)

2nd Update - December 31

Completed Steps:

1st Districtwide Assessment was initiated in October, 2015 - all K-2nd students were assessed. Results: 1st grade @ 45% below grade reading; 2nd grade @ 47% below. Kindergarten was not assessed.

One 3rd-6th grade Reading Assessment Kit was purchased and delivered to all schools to be used at their discretion.

Professional Development in the areas of Balanced Literacy (Centers, Guided Reading, Shared Reading, etc) was provided at the Professional Development Academy in October 2015.

Site wide Professional Development continues based on teacher needs and requests.

PLSS teachers have provided Family Literacy Nights for parents at various sites throughout Madera.

A teacher survey (Kindergarten-3rd) was created and launched to gather information about staff PD needs - results show a continued training need for: Guided reading, literacy centers, read aloud/shared reading and interactive/shared writing.

Washington Elementary School is piloting Scholastic iRead technology with K-2nd children. Administration

and Digital Content Committee to monitor progress.

Monroe, Millview, Adams and Eastin-Arcola Elementary Schools are piloting MYON Reading for all children K-6th, K-8th at Eastin-Arcola. Administration and Digital Content Committee to monitor progress.

Upcoming Priorities:

The 2nd Districtwide Reading Assessment is scheduled for February, 2016.

PLSS teachers are collaborating to create additional Professional Development opportunities in the form of a series of workshops based on survey results. Workshops to be held in February-May during and afterschool, may include Saturday opportunities.

3rd Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Enrique Lopez
Janet Grossnicklaus

Action Description from LCAP:

English Learner District Office Support Structure Improvements

- Add Elementary English Learner Coordinator
 - Add Secondary English Learner Coordinator
- (see appendix B)

Update on Progress:

1st Update - September 30

Completed Steps:

English Learner Coordinators (1 Elementary & 1 Secondary) were hired at the July 29, 2015 Board Meeting. Two (2) ELD District Academic Coach positions (1 Elementary & 1 Secondary) were advertised. Due to the lack of applicants, the decision was made to defer hiring for these position until spring 2016 in preparation for the 2016-2017 school year.

Upcoming Priorities:

- Establish a working protocol of the EL Master Plan using the newly adopted language from the CA ELD/ELA Framework;
- Plan and Create professional learning plan for Administrations, VPs, TSAs, Coaches for both elementary and secondary. The foci for the year long professional learnings will be around research-based instructional strategies;
- Develop a concise a Coaching Tool to collect data on instructional strategies;
- Create ELD demonstration classrooms at the secondary level;
- Develop a Newly Arrived classroom for the high school level.

2nd Update - December 31

Completed Steps:

- ELD Coaching classroom visits have been conducted by the ELD Coordinators;
- ELD Coordinators have worked with Nicole Law, Lead and Learn Consultant, to develop a professional learning plan, coaching visits, and coaching form for said visits;
- There are a total of ten days in which teachers will participate with Nicole Law, ELD Coordinators, CIA, and CAO Directors;
- ELD Coordinators and CIA Directors have refined the ELD Master plan for stakeholder review;
- There was one ELD Master Plan review by stakeholders;

- The ELD Coordinators with the Secondary CIA Director have conducted various Professional Learning on Teaching strategies;
- The ELD Coordinators have met with ELD Counselors and Administration on various ELD topics and recommendations;
- Review and collection of historical and current ELD Data for elementary and secondary was gathered.
- DELAC Meetings have been held to vote for the President, Vice President, and Secretary of DELAC; and present ELD information to community members;
- The ELD Coordinators, CIA Directors, Director of Parent Services, and ELD Counselors met to develop an EL Summer Bridge Plan for 2016.

Upcoming Priorities:

- Continue to collect ELD elementary and secondary data to show needs and growth;
- Continue to develop district, site, and classroom professional learning for administrators, teachers, parents, and students;
- Continue to speak with ELD Counselors about proper placement of ELD students;
- Continuous ELD classroom coaching visits will occur to support teachers of ELL students;
- Request EL Coaches at each site;
- Schedule and prepare DELAC Cabinet for the CABC Conference in March;
- Continue to develop (and refine) the EL Summer Bridge for 2016.

3rd Update - March 31

Completed Steps:

- January 26-27: New teachers received training in strategies to support Integrated ELD (MUSD EL Principles, Power Strategies, & Language Support/ Strategies)
- January 27: Site Administrators received training on the Observational Protocol Tool and EL Achievement Form.
- February 2-3: Instructional Rounds at six (6) elementary schools and debrief with elementary Principals to identify areas of strength, opportunities for growth, & recommendations for future professional learning and next steps.
- February 16-17: Instructional Rounds at four (4) elementary schools with site C&I TSAs to calibrate across sites regarding implementation of EL best practices and strategies and to identify areas of strength, opportunities for growth, & recommendations for future professional learning and next steps.
- The plan for an EL focused summer program “ Accelerated English Acquisition Academy” was developed and approved by SEC and a formal presentation (April 14th) was made to the School Board.
- District Curriculum & Instruction staff attended CABC Conference to obtain the latest strategies & information related to meeting the needs of English learners.
- Site Administrators were provided with Key Data reports on the progress of the English learners at their sites as it relates to CELDT and the growth of language proficiency.

Upcoming Priorities:

- Work with parents who attended CABC to develop a presentation for DELAC reporting on what was learned at the conference.
- Elementary C&I team will develop the 2016-2017 Instructional Action plan that will outline the

professional learning priorities for teachers as it relates to meeting the needs of English Learners.

- The ELL Summer School was presented to the Board on April 12, 2016.
- The Secondary Team conducted EDGE testing to obtain literacy, comprehension, and listening and speaking data to share with administrators.
- A Secondary ELL Professional Learning Community has been agreed upon by key members to begin collaborating during the 2016-2017 to develop sound designated and integrated EL units/lessons for secondary students.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Development of Principal Data Dashboard to monitor the progress of all students at a disaggregated level

- Performance Management Department will work with Principals to develop and create Principal Dashboard

Update on Progress:

1st Update - September 30

Completed Steps:

The Principal Dashboard currently has the following active features:

- Real-time student attendance across each school site
- Real-time Course, Section, Teacher and Total Counts of Students
- Enhancements made to Gradtracker which include real-time grades for students and the ability to determine the career pathway students are currently in

Upcoming Priorities:

- Real-time behavior incidents across each school site
- Add 7th & 8th grade students to Gradtracker
- Real-time on-track, off-track data points
- Real-time institute for higher education matriculation process data points

2nd Update - December 31

Completed Steps:

- A-G On-track, off-track has been included on gradtracker.
- Received data from State Center Community College which provides our district evidence whether our students applied to one of their Institutes for Higher Education.
- Work has been started on the development of processes to ensure consistent data entry processes for student discipline.

Upcoming Priorities:

Work on the development of discipline indicators which will be used within the principal dashboard.

3rd Update - March 31

Completed Steps:

Attendance indicators were recently published within the LCAP Dashboard. Meeting have been held with site leaders to develop a consistent discipline reporting process across the district.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Establish District Wide Master Scheduling Process utilizing data to ensure students are enrolled in the correct courses

- Develop and execute standard operating procedures districtwide
- Utilization of Transcript Evaluation Service (TES) provided by University of California Office of the President to confirm courses are A-G approved

Update on Progress:

1st Update - September 30

Completed Steps:

-Utilized the Transcript Evaluation Service (TES) file to upload student transcripts for evaluation through the UC Office of the President system

Upcoming Priorities:

-Begin development of enhancements to graduation tracker to correctly flag students through TES data that are on-track, off-track or borderline on-track for A-G courses

2nd Update - December 31

Completed Steps:

Gradtracker has been updated with the new TES data as of June 2015. Deep dive analysis completed on the success rate of students who take certain math courses.

Upcoming Priorities:

Additional analysis will be conducted to determine if prerequisites should be passed prior to enrollment in certain math courses.

3rd Update - March 31

Completed Steps:

Summer school course priority ranking algorithm was developed to assist with determining the subject needs for summer courses.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Marcheta Williams

Action Description from LCAP:

Continue Expansion and Improvements in our Art and Music Programs

- Continue to provide visual and performing arts electives at the High School and Middle School At the Elementary Level- Provide Visual Arts for all 3rd Grade Classes, Provide General Music Grades K-3 Classes, Recorders- Grade 4
- Choir & Band Options- Grade 5,6,7,8

Update on Progress:

1st Update - September 30

Completed Steps:

Develop String Orchestra at Monroe Elementary School- waiting on instruments to arrive
Develop Jazz Band at Thomas Jefferson Middle School- currently in progress. Students meet Tues -Thurs.
Dance class for MSHS students- in progress
Elementary Drama Production Presentations- to begin the end of Oct. 2015

Upcoming Priorities:

Continue to increase arts programs at the elementary, middle school and high school level
Would like to institute elementary Folklorico Dancing in the afterschool program at elementary sites
Performing arts option for Ripperdan students.
High school student participation in the "Poetry Out Loud" Competition

2nd Update - December 31

Completed Steps:

Professional Development:

Four high school art teachers attended state Art Conference.

Two music teachers attended MidWest Clinic in Chicago

Three itinerant music teachers are attending and ongoing course to better prepare for teaching elementary music.

VAPA Program

- Instruments have arrived for Monroe School and Orchestra is currently receiving weekly instruction.
- Jazz Band at Thomas Jefferson School in currently in progress.
- Folklorico Dancing in the afterschool program at elementary Sierra Vista School
- Performing arts option for Ripperdan Day School and Mt. Vista HS students.
- All high schools in MUSD will have representation (school winners) in the Madera County "Poetry Out

Loud" Competition on January 23, 2016; 1-4PM

- Thomas Jefferson, Madera HS, Madera South HS will receive Jazz Band Workshop, February 17, 18, 2016.
- 3rd Grade Elementary students are receiving monthly art lessons, one semester per year.
- Elementary students are receiving quality drama productions provided by Madera South High School with the traveling production of "Captain Louie."

Upcoming Priorities:

Continue to increase arts programs at the elementary, middle school and high school level

- Elementary Choral Festival
- Teachers to attend State Professional Development
- Elementary Honor Band
- Elementary and Middle School (6th & 8th grade, individual assessments)

3rd Update - March 31

Completed Steps:

- Elementary Choral Festival
- Teachers to attend State Professional Development

Upcoming Priorities:

- Elementary and Middle School (6th & 8th grade, individual assessments)
- First Meeting of VAPA Strategic 3 Year Plan

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Marty Bitter

Action Description from LCAP:

Continue Expansion and Improvement in our Athletic Programs

- Complete replacement of Stadium Turf Project with Organic Material.
- Implement 6 new Middle School Soccer Teams as we continue to build a strong structure for our High School Programs. (1 boys and 1 girls program at each Middle School)
- Add 3 FTE Elementary PE Specialist
- Continue to revitalize and restructure our MULES program to increase participation and give students more opportunities to connect to schools.

Update on Progress:

1st Update - September 30

Completed Steps:

- We have completed the Stadium Turf project and are the first K-12 site in California to use the organic material. There have been several schools we have taken on visits and I believe will be going to this product.
- We were able to meet our second goal of adding 1 boys and 1 girls soccer team to each of our middle school sites.
- We exceeded our next goal and were able to add 4 FTE to our Elementary PE program. We have added a teacher to teach PE at Ripperdan and Family Life at all of our K-8 schools. We are site based with our PE Specialist and it is working out fantastic!!
- We did some restructuring to our MULES program and during this first season it was a huge success. We are collecting participation numbers on our Elementary students for the first time, but our numbers were up in cross country to over 1,000 students competing. We were able to add track and field to the end of our season which will bring on most likely 1,000 more students competing in a sport not offered before.

Upcoming Priorities:

- Upcoming priorities are continuing to add to our Elementary PE staff so that we are teaching all 200 minutes for grades 1st - 6th. This is an area of focus due to State Mandated minutes.
- We have added teams to our middle school soccer programs and our next priority is to hire highly qualified coaches and purchase uniforms and another set of soccer goals at a couple of our sites.
- We are going to continue adding to MULES as well as try and make the seasons a little bit longer. This is great exposure for many of our students who don't get to participate in athletics otherwise. It is also a great opportunity to connect students to school.
- We are also going to develop an Elementary Athletics Handbook and Elementary MULES committed to help steer priorities of our sites to get the most benefit for all out of our Elementary programs.

2nd Update - December 31

Completed Steps:

- Staff was able to add to our middle school soccer programs. We now have over 80 (male & female) players at each site. Approximately 40 of each gender. This will drastically increase the competitiveness of our programs along with increasing our numbers of freshman participants each year.
- Staff was also able to make each MULES season 2 weeks longer while adding track and field as a new sport this year. This gives so many more opportunities to participate.

Upcoming Priorities:

- Staff would like to increase our Elementary PE Staff by approximately 4 teachers. This will allow us to teach TK - 2nd grade 80 minutes every two weeks. It will also allow us to continue to strive towards our goal of 200 minutes every two weeks for grades 3rd - 6th. It would place approximately 1.5 FTE per site along with teaching Family Life to our 8th graders at the Country School sites as well as PE at Ripperdan and Mountain Vista.
- Staff is changing the description of our head varsity athletic coaches. They will become "Director of Sports". This will add many responsibilities and they will be required to oversee all program activities from 3rd - 12th grade.
- Staff is comparing similar districts with regards to coaching stipends. We would like to add responsibilities to the job descriptions but will also need to increase stipend amounts to continue to draw the best coaches to Madera.
- Staff is continuing to work on the Elementary Athletic Handbook and a committee to design a quality program for all of our Elementary students.

3rd Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Enrique Lopez
Janet Grossnicklaus

Action Description from LCAP:

Implementation of State Standards

- All students will receive instruction in ELA, Math and ELD state standards as appropriate

Update on Progress:

1st Update - September 30

Completed Steps:

- All students have access to SBE and MUSD Board approved standards-aligned textbooks/instructional materials for all core subjects.
- Teachers utilize pacing guides, units of study, and/or course guides to plan standards aligned lessons in all core subjects.
- Teachers utilize instructional strategies that support students in the mastery of the state standards in all core subjects.

Upcoming Priorities:

- Monitor site needs for supplemental resources and/or training to support the instruction of the ELA, Mathematics, and ELD state standards.

2nd Update - December 31

Completed Steps:

- There has been an all call for teachers to participate in the ELA/ELD textbook adoption for grades K - 12;
- ELA/ELD Teams meet weekly (Elementary, Workshop Room; Secondary, Child Nutrition) to review textbooks and meet and speak with textbook representatives;
- Teachers will use the "Textbook Adoption Toolkit" to help with reviewing each textbook resource.

Upcoming Priorities:

- Continue to schedule textbook representatives to walk teachers through the textbook materials and

online components.

- Tentatively have a recommended textbook for elementary and secondary for the last Board Meeting in April 2016.

3rd Update - March 31

Completed Steps:

- Elementary ELA/ELD Adoption Committee continued the review of core program materials.
- Elementary District Academic Coaches provided training and support to site C&I TSAs in Close Reading, Math Talks, Thinking Maps, Kagan Strategies, Write From the Beginning, Text-Based Questions, and building project-based learning lessons.
- The Elementary District Academic Coaches provided instructional strategy and content training in Fractions and Ratio and Proportions to teachers.
- District Academic Coach for Science continued to provide monthly training on the NGSS Standards and Engineering Practices to the site C&I TSAs
- Elementary EL Coordinator continued to provide monthly training on the ELD standards, Designated/Integrated ELD, EL Principles, and Power Strategies.
- A vertical alignment of common language of formative, interim and summative assessments for ELA/ELD teachers, Coaches, TSA, and Curriculum VPs.
- TSAs and Curriculum VPs participated in a three day Rigorous Curriculum Design (RCD) professional learning to help create and refine RCD unit/lessons of study at their sites; This was a Trainer of Trainer (ToT model).
- Both middle and high school textbook adoption committees reviewed resources, approved by the state, to make a sound recommendation to the board to approve a new and more CCSS aligned resource(s) for ELA/ELD classrooms for the years to come.

Upcoming Priorities:

Elementary Level:

- DAC - Science will plan and facilitate elementary grade level teams in the development of NSGG Units of study to be implemented in the 2016-2017 school year.
- Plan professional development (strategies/materials) for the implementation of new elementary core ELA/ELD program.
- Plan professional development & support for targeted Mathematics content and strategies by grade level.
- Plan professional development & support in ELD and instructional strategies targeted at Grades 4-6 to increase reclassification rates prior to leaving the elementary school.
- Create and refine the cross-curricular, at secondary, units/lessons to integrate the ELA/ELD standards and strategies in math, science, and history/social science.
- Conduct a soft roll-out the NGSS to middle and high school next academic school year; Provide ample professional learning and build awareness of the instructional shifts through the lens of NGSS.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Enrique Lopez
Janet Grossnicklaus

Action Description from LCAP:

ELD Curriculum Upgrade and Implementation

- For the upcoming fiscal year (2015/16), the ELA/ELD adoption committee will gather to review and recommend materials that are aligned to the CCSS. Board approval of the adoption materials will occur soon after

Update on Progress:

1st Update - September 30

Completed Steps:

Preparation & planning for the ELA/ELD adoption process

Upcoming Priorities:

Preparation & Selection of the ELA/ELD Adoption Committee (K-12)
Upon release of the State Board approved list, identify the materials to be reviewed.

2nd Update - December 31

Completed Steps:

- The ELA/ELD Adoption Committee is in the evaluation process for ELA/ELD core program materials which include English Language Development curriculum for grades K - 12;
- ELA/ELD Teams meet weekly (Elementary, Workshop Room; Secondary, Child Nutrition) to review textbooks and meet and speak with textbook representatives;
- Teachers will use the "Textbook Adoption Toolkit" to help with reviewing each textbook resource.

Upcoming Priorities:

- Continue to schedule textbook representatives to walk teachers through the textbook materials and online components.
- Tentatively have a recommended textbook for elementary and secondary for the last Board Meeting in April 2016.

3rd Update - March 31

Completed Steps:

- The Elementary ELA/ELD Adoption Committee completed its evaluation work and planned to make a recommendation at its April 7th meeting. First Reading of the Recommendation is scheduled for April 26th and Second Reading and Request for Approval will be made at the May 10th Board Meeting
- The Secondary ELA/ELD Adoption Committees finalized their decision and is going with StudySync, which will be presented to the Board on the May 10, 2016 Board Agenda.

Upcoming Priorities:

- Finalize dates for elementary professional development on the newly adopted materials.
- Tentatively, three cycles of professional learning for StudySync have been provided to the representative for our ELA/ELD and SpEd teachers in June and July of 2016.

Local Control Accountability Plan (LCAP)

Implementation Update

District Lead:

Enrique Lopez
Janet Grossnicklaus

Action Description from LCAP:

ELD Specialized Training

- Provide district-wide training in the area of Designated ELD to gain a better understanding of the language demands that must be implemented when acquiring a second foreign language
- Provide coaching model to support teachers in the implementation of lesson design and delivery for Designated ELD

Update on Progress:

1st Update - September 30

Completed Steps:

- Provided training for grades 7-12 ELD Teachers in strategies/techniques to integrate ELD standards into lessons.
- Houghton Mifflin Harcourt consultant and District ELD Coordinators completed 2 days of site observations to determine needs and develop a professional development plan.
- Houghton Mifflin Harcourt consultant provided half day training for site administrators on the ELD standard/framework, designated ELD, and integrated ELD.
- The EL Coordinators attended training sessions on ELD and two-way immersion programs at CABE.

Upcoming Priorities:

- Provide training for ELD/ELA Teachers and TSAs in grades 7-12 on the integration of the EL principles into the Social Science and Science courses.
- Provide training for ELD Teachers in grades 7-12 on the EL principles, physical environment, ELD lesson template and the utilization of the core ELD materials (Inside/Edge)
- Provide training for elementary C&I TSAs (TOT model) on the EL principles, physical environment, ELD lesson template and the utilization of the core ELD materials (Medallions),
- Develop and pilot an ELD observational tool for data collection and analysis.
- Develop a protocol to facilitate and support the implementation of ELD-focused PLCs.

2nd Update - December 31

Completed Steps:

- On Oct. 20, 2015 Secondary teachers participated in their third ELD professional learning on the following strategies: Close Reading, Reciprocal Teaching, Read and Write Like a..., Vocabulary Rating Sheet, and then teachers had an opportunity process and plan ELD and cross-curricular lessons;

- Elementary C&I coaches received a training on the EL principles and Designated/Integrated ELD on Friday Nov. 13th by EL Coordinator Nora Guillen. Discussions about what a language rich environment might look like in the classrooms took place with such ideas as Grammar/Word Walls, Sentence frames, graphic organizers and lots of visuals readily available in the classroom would benefit the students. In addition, coaches received 3 lesson planning templates and were provided with online resources to view sample lesson plans already created for both Integrated and Designated ELD on sangerlearns.com. Reference to the CDE website was made and sample lesson Vignettes were introduced as part of the ELA/ELD Frameworks as tools that can be used at their sites. Finally, a Vignette snapshot activity was conducted with the coaches to help distinguish between the features in Integrated and Designated ELD lessons as a hands on way to guide their teachers in recognizing the differences as they plan their lessons.
- An ELD Observational Protocol was created with the help of consultant Nicole Law with an intended use for Administrators in MUSD to use as a calibration tool when Nicole returns. This tool will help the team see how the EL strategies, taught to all teachers in elementary grades 3-8 (with country schools) and provided for all ELA and Math teachers at the secondary level, might be coming along. In addition, the intent would also be to give Lead and Learn consultant, (Houghton Mifflin) Nicole Law, guidance on next steps with our implementation of our EL strategies. For her next round of days in Madera Unified, Nicole will provide trainings for our new teachers who fall into the above names grade levels and subject categories on the EL strategies, she will participate in focus walks with select schools in MUSD using the Protocol tool and guiding all site administrators with practice using the tool and debrief on continued needs that become evident as a result. He final days with our district will be to provide Instructional rounds at sites to assist in further enhance the EL strategies in MUSD across the grade levels.

Upcoming Priorities:

- Train site Admin (K-12) and Elementary C& I on the Observational Protocol tool.
- Train site Admin and Elementary C&I coaches on the use of an EL achievement form for students to take ownership of their progress on the road to reclassification and provide a powerpoint to go with the form for the students.
- Solidify New teacher training dates with Nicole Law from Lead and Learn.
- Solidify Focus Walks dates with Nicole Law and site Admin
- Solidify Instructional Rounds dates with Nicole Law and sites
- Set dates to review and revise the EL Master Plan with committee including site Admin, TSAs, District, Board and community partners from AMAE to attend.
- Plan to review EL Master Plan with DELAC members on March 7th meeting.
- Prepare an Elementary EL Summer Academy proposal for SEC and the Board
- Create Elementary spreadsheet with newest CELDT data and student results from last administration of the CST mirror test results for site Admin with summary comparison of results
- Identify students potentially eligible for reclassification based on newest CELDT scores and set up CST mirror testing windows for them
- Work with ED Techs to provide GPA reports for elementary sites to include last two consecutive semesters of combined ELA?Math/Sci/SocSci grades for possible reclassification
- Secondary Professional Learning opportunities for ELD teachers will be held on Feb. 2, 2016, and two more will be held before May 1, 2016.
- There will be content specific professional learning in the areas of math, science, and history/social science in conjunction with AVID methodologies on March 21-22, 2016 at Madera South High School.
- Parents will be invited to participate and attend CAFE in March 2016, in then said parents will be coached to train their fellow community members on what was said and presented;
- A soft rollout of the NGSS and ELD correlation will begin during this Spring semester (2016);

Completed Steps:

- January 26-27: New teachers received training in strategies to support Integrated ELD (MUSD EL Principles, Power Strategies, & Language Support/ Strategies)
- January 27: Site Administrators received training on the Observational Protocol Tool and EL Achievement Form.
- February 2-3: Instructional Rounds at six (6) elementary schools and debrief with elementary Principals to identify areas of strength, opportunities for growth, & recommendations for future professional learning and next steps.
- February 16-17: Instructional Rounds at four (4) elementary schools with site C&I TSAs to calibrate across sites regarding implementation of EL best practices and strategies and to identify areas of strength, opportunities for growth, & recommendations for future professional learning and next steps.
- The plan for an EL focused summer program “ Accelerated English Acquisition Academy” was developed and approved by SEC and a formal presentation (April 14th) was made to the School Board.
- District Curriculum & Instruction staff attended CAFE Conference to obtain the latest strategies & information related to meeting the needs of English learners.
- A team of DELAC parents attended the CAFE Conference to learn how parents, the schools, & the community can support the education of their children.

Upcoming Priorities:

- Plan & implement professional learning for teachers who will be teaching in the EL focused summer program.
- Create a Professional Development Plan for teachers on the use and implementation of the newly adopted ELA/ELD core program materials.
- Provide support
- Provide professional learning to Teachers on Special Assignment (TSAs) and Curriculum Vice Principals to help secondary teachers in their Professional Learning Communities (PLCs) to accelerate the discussion of integrating the ELD scaffolding strategies cross-curricularly.
- Provide professional learning to administration on the importance of seeing the ELD standards and strategies being used by all teachers.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Enrique Lopez
Janet Grossnicklaus

Action Description from LCAP:

Implementation of English Learner Master Plan

Update on Progress:

1st Update - September 30

Completed Steps:

The English Learner Master Plan is currently under revision.
A draft will be completed by October 30th.

Upcoming Priorities:

By October 30: Completion of draft English Learner Master Plan
November 1 -30: Present draft to stakeholders for feedback and revision
November 30: Present draft to District leadership
Plan for board presentation and approval

2nd Update - December 31

Completed Steps:

The revision work of the English Learner Master Plan has taken longer than anticipated., The revision of the English Learner Master Plan will continue in January where a full day work session is scheduled for January 20, 2016.

Day 1 of the ELD Master Plan by stakeholders has been conducted on December 3, 2015 at the District Office in the Workshop room. Additional review and revision days are tentatively scheduled for Feb. thru April 2016.

ELL intensive instructional professional learnings dates have been set with Nicole Law, Lead and Learn Consultant, beginning Jan. 26, 2016 thru March 2016.

Upcoming Priorities:

Between Jan. 26 thru March 2016: Intensive EL professional learning, classroom visits, and coaching with

Nicole Law will occur;

Between Jan. 19 - May 2016: ELL classroom visits (secondary) and coaching will occur by the Director of CIA (Secondary) and ELL Coordinator;

Feb. 2: Professional Learning of ELL strategies, interim assessments, and content knowledge will be presented to ELD teachers, as described in the EL Master Plan;

By February 19: Completion of the draft English Learner Master Plan;

By February 29: Present draft to District Leadership;

By March 11: Present draft to DELAC and other stakeholders for input and feedback;

By April 15: Plan and present English Learner Master Plan to Board for approval.

By May 13: Establish a 2016 - 2017 ELL Professional Learning Plan for new and veteran EL teachers, aligned to the ELD Master Plan.

3rd Update - March 31

Completed Steps:

- The Master Plan Work Team worked on January 20th and February 19th to complete the revision work on the EL Master Plan.
- A brief overview of the chapters were presented to the DELAC on March 7th. DELAC is scheduled to review the English Learner Master Plan in depth on April 4th.
- The DELAC members participated in the CAFE Conference in San Francisco, CA during the week of March 23 - 26, 2016. (The DELAC parents' participation with CAFE is to inform and assist on the development of structures supported by the EL Master Plan.)
- A LCFF and LCAP presentation was done to DELAC parents on April 18, 2016.

Upcoming Priorities:

- Facilitate the DELAC review of the English Learner Master Plan.
- Present English Learner Master Plan to the Board and request approval of the plan.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Dr. Laura Tanner-McBrien

Action Description from LCAP:

Expand Educational Services to Special Education Students

- Standardize Response to Intervention Process across the district
- Establish and execute monitoring of Co-Lab for 110 vs. 210 differences in instruction
- Coordination of SPED services with Madera County Office of Education for students with Madera County Office of Education (ensure students who re-enter system from County to District are supported)
- Develop parent satisfaction survey to monitor SPED services
- Add additional Autism Supports
- Add psychologist support

Update on Progress:

1st Update - September 30

Completed Steps:

Opened a new Autism SDC at Monroe
Hired a TSA for Autism Support throughout the district
Scheduled Autism Parent Nights
Schedule Autism Staff/Teacher Trainings

Upcoming Priorities:

Planning for the Autism sessions for parents and staff/teachers is in the works. We are placing trainings on professional development on our calendar with lead presenters. Establishing a formal "Request Form" for accessing Autism support from the Teacher on Special Assignment. Tracking all assessments and results of those assessments. Psychologists are holding groups for ADHD Students, Social Skills Groups

2nd Update - December 31

Completed Steps:

4 RTI meetings have been held in collaboration with Special Services, the CAO's Office, and Student Services.

This Goal is now a joint goal with the three departments working together. Due to the number of young children in our schools who have significant behavioral challenges, the focus has been on assistance for teachers and leaders at the sites. The group including 2 psychologists has focused thus far on the behavioral side of the triangle. Special Services staff have discussed RTI at all of their monthly meetings

since April.

Upcoming Priorities:

Additional meetings will be held by the core group from all three departments and documents prepared to deal with our high number of students in need. Behavior Plans are a topic for future training opportunities through Special Services. Training and options for dealing with extreme student behaviors will be presented at all levels in a collaborative manner. Special Services will continue to provide Crisis, Prevention, and Intervention, CPI Training, to individuals who have the most significant needs.

Completed Steps:

15 School Psychologists are now employed in the Department of Special Services. This is a growth of 3 positions over the past two school years, although 6 out of the 15 psychologists are new to the district and have brought new energy and services into the district. Preventative efforts such as providing trainings on a variety of topics, runny social groups, and providing consultation to General Education and Special Education Teachers have benefited from the work of the school psychologists.

Upcoming Priorities:

At upcoming Department meetings, we will begin logging our preventative work and the students who benefit from that work. All psychologists, the Coordinator, and the TSA are logging their efforts in a standardized spreadsheet in order to collect data on services psychologist are providing as well as the determine whether assessment referrals are resulting in additional students being identified for special education. The biggest area of growth has been in the number of students being identified as Emotionally Disturbed (ED) or Other Health Impaired (OHI). These results can be seen in the June 1, 2015 CASEMIS Report provided by the State. Increasing the percentage of students assessed who qualify for services is an ongoing goal.

4th Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Elizabeth Runyon

Action Description from LCAP:

Increased Support for Early Learners

-Provide Teacher Aide support to TK and Kindergarten Teachers (see appendix B)

Update on Progress:

1st Update - September 30

Completed Steps:

23 Paraprofessionals have been hired and deployed to our elementary schools TK & K classes
A total of 81 Paraprofessionals will be required for all TK & K classes districtwide

Upcoming Priorities:

16 additional Paraprofessional candidates will be interviewed in October
The remaining Paraprofessionals will be contracted with Teaching Fellows (not to exceed 58 total)

2nd Update - December 31

Completed Steps:

Most of the 81 total Paraprofessionals needed have been hired and distributed throughout the TK-Kindergarten classrooms.
All are 3.5 hour employees - most are working in the morning, some in the afternoon.

Upcoming Priorities:

Districtwide training for our Paraprofessionals is scheduled to be held in February 2016 in coordination with California Teaching Fellows Foundation. District PLSSs and TK/K teachers to be recruited for the training. Focus areas will include: Management, Reading, Writing and English Learners.

3rd Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Rosalind Cox

Action Description from LCAP:

Move to average class size of 24:1 TK-third grade class size reduction --Required in Local Control Funding Formula Legislation by the year 2020-21, but implemented by Madera Unified School District starting in 2013-14

Update on Progress:

1st Update - September 30

Completed Steps:

Calculate and monitor TK-3rd grade class size averages every week. Currently, all K-6 and K-8 sites are below their maximum TK-3 class size average target.

Upcoming Priorities:

Continue to calculate and monitor.

2nd Update - December 31

Completed Steps:

Calculate and monitor TK-3rd grade class size averages every week. Currently, all K-6 and K-8 sites are below their maximum TK-3 class size average target.

Upcoming Priorities:

Continue to calculate and monitor.

3rd Update - March 31

Completed Steps:

Calculate and monitor TK-3rd grade class size averages every week. Currently, all K-6 and K-8 sites are below their maximum TK-3 class size average target.

Upcoming Priorities:

Continue to calculate and monitor.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Highly Qualified Teachers/Retention & Recruitment

- Begin implementation of Bridges to Leadership

Update on Progress:

1st Update - September 30

Completed Steps:

Started first cohort of 16 employees in the Bridges to Leadership program.

Upcoming Priorities:

Reducing the number of STSP and PIP teachers in MUSD.
Recruiting math and science teachers

2nd Update - December 31

Completed Steps:

Allowed existing teachers to become a vice principal for a week to build experience.

Upcoming Priorities:

3rd Update - March 31

Completed Steps:

No new completed steps

Upcoming Priorities:

Interview candidates to begin a new cohort for the Fall of 2016

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Victor Villar

Action Description from LCAP:

Discretionary Teacher Professional Development Budget to Increase Opportunities for Professional Growth

Update on Progress:

1st Update - September 30

Completed Steps:

There have been various of Professional Learning Opportunities for MUSD teachers. The different types of professional learning that teachers have attended from Aug. 2015 to Sept. 30, 2015 are: SDE, 1 teacher; Teach K, 1 teacher; CA PE, 1 teacher; CPEW, 1 teacher; PE Workshop, 1 teacher; EL Summer Institute, 1 teacher; Common Core, 1 teacher; Thinking Maps, 1 teacher; Kagan, 9 teachers; Cognitively Guided, 7 teachers; BER, 1 teacher; Cognitive Coaching, 5 teachers; CCWL, 3 teachers; PLC, 5 teachers; FCOE PE, 4 teachers; CSU/UC, 2 teachers. A total of 44 teachers have engaged in professional during this time period. The total cost for the mentioned professional learning is \$30,975.65; the funding sources range between Professional Learning Monies, Title 1 and General Funding.

Upcoming Priorities:

Lead & Learn Professional Learning, MUSD Teacher Lead PL

2nd Update - December 31

Completed Steps:

On-going professional learning is still occurring by teachers via their “discretionary” monies. The following professional learning have been attended by MUSD teachers between Oct. 2015 - Dec. 2015: CSEC, 1; MUTA, 8; CAASPP Interim, 1; CSTA, 5; Solving Word Problems, 1; STEM, 1; CAEA, 3; Patrick Nickroy, 5; CABE, 1; ACTFL, 1; National Youth, 2; Read Naturally, 3; CMC, 2; Lindamood Bell, 1; Kagan, 2; Number Sense, 1; Effective Dealing, 1. The total of the PL Discretionary monies spent during between Oct. 2015 - Dec. 2015 was \$19,500.

Upcoming Priorities:

An AVID Regional Path Training will be hosted by MUSD in the areas of: ELL math, ELL science, ELL history, ELA, and Tutorology, Essential Academic College Readiness Skills (ESCAR), and ELD. MUTA is scheduled to provide teachers with academic professional learning too. Teachers will be encouraged to

participate in regional professional learning in all areas to ensure to student achievement. In addition, CIA Directors will research, promote, and host professional learnings for grades K - 12.

Evidence: CIA Directors and Coordinators will conduct classroom coaching visits to support teachers with to support teachers with the implementation of learned strategies, methodologies, practices, and curriculum and assessment development.

4th Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Two additional Teacher Institute Days to provide Teachers with more planning time with their professional learning communities

Update on Progress:

1st Update - September 30

Completed Steps:

Teachers received two additional Institute days before the start of the 2015/16 school year.
Teachers are provided one day a month for teacher led PLC time.
PE specialists at the elementary school allow classroom teachers time to collaborate and plan

Upcoming Priorities:

Provide Kindergarten teachers with common planning time.

2nd Update - December 31

Completed Steps:

No new completed steps

Upcoming Priorities:

3rd Update - March 31

Completed Steps:

No new completed steps

Upcoming Priorities:

--

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Professional Development to Staff on executing the Cycle of Continuous Improvement

Update on Progress:

1st Update - September 30

Completed Steps:

The Principal Dashboard is currently in development and will provide site leaders with a tool to more easily execute the cycle of continuous improvement. The major components developed thus far is, attendance and course data points.

Upcoming Priorities:

An upcoming priority is to fully complete the first wave of development for the Principal Dashboard and provide site leaders with training and professional development.

2nd Update - December 31

Completed Steps:

We currently are in the process of rolling out the following metrics within the principal dashboard:

- Attendance
- School Discipline
- Grades

We held meetings with 75% of Principals providing them with an overview of the upcoming principal dashboard tools.

Upcoming Priorities:

We are working on testing the data points to ensure data integrity and accuracy. Furthermore, meetings will be held with the remaining 25% of principals to provide them with an overview of the upcoming new tools.

3rd Update - March 31

Completed Steps:

The attendance indicators were recently rolled out within the LCAP Dashboard. Principals can review their respective schools results by using the school level LCAP Dashboard feature.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Development of Principal Data Dashboard to monitor the progress of all students at a disaggregated level

- Performance Management Department will work with Principals to develop and create Principal Dashboard

Update on Progress:

1st Update - September 30

Completed Steps:

Meetings have been held with site leaders to begin the requirements gathering phase for the development of the Principal Dashboard.

Upcoming Priorities:

The initial focus of the Principal Dashboard will be the development of tools to support school sites to significantly improve data quality. Improving data quality will be key to utilizing data to improve student achievement. Therefore, a data quality index score will be created for each Principal to better inform them the overall quality of the data reflected within the student information system.

2nd Update - December 31

Completed Steps:

The attendance portion of principal dashboard has been developed. This dashboard includes the following data points:

- Attendance of individual students with improved text search features
- Teachers taking attendance report

Upcoming Priorities:

Fully complete the requirements for data quality index score. Develop web application which will be used internally to communicate scores to site leaders.

3rd Update - March 31

Completed Steps:

The Parent Portal Account monitoring tool was developed to allow school sites the ability to easily determine and monitor which students Parents have active Parent Portal Accounts. Parent Portal allows parents to access their child's grades, attendance and emergency contact information.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Provide high quality professional development on the use of data analysis tools (i.e. illuminate, Aeries and other tools)

Update on Progress:

1st Update - September 30

Completed Steps:

Agenda has been developed for the professional development training on the use of data analysis tools.

Upcoming Priorities:

Implement professional development sessions with staff on how to utilize data analysis tools. Target date for sessions will be between the months of November and December.

2nd Update - December 31

Completed Steps:

Staff from the instructional technology department provided Principals with training on how to use Aeries Analytics. Professional development was completed during the month of December.

Upcoming Priorities:

Curriculum is currently being developed to provide staff with professional development on how to analyze data using excel and structured query language.

3rd Update - March 31

Completed Steps:

Solution tree provided Principals with professional development on how to improve professional learning communities (PLC's). The professional development included how to use data within PLC's.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Maintain/Update Graduation Tracker Tool for Site Admin and Counselors

Update on Progress:

1st Update - September 30

Completed Steps:

- Added real-time grade feature to grad tracker tool
- Added ability to document students career pathway choice and completion status
- Presented Graduation Tracker Tool to Counselors during Counselor meeting in October 2015

Upcoming Priorities:

- Add ability to return which students who are on-track, off-track and borderline on-track with A-G requirements
- Add 7th and 8th grade students to graduation tracker

2nd Update - December 31

Completed Steps:

Provided training to Counselors on how to utilize new features on Graduation Tracker Tool. Received feedback from Counselors on ways to improve the Graduation Tracker Tool. Enhanced Graduation Tracker with the ability to keep track of student career pathways.

Upcoming Priorities:

Provide another training to Counselors on utilizing Graduation Tracker Tool.

3rd Update - March 31

Completed Steps:

Gradtracker has been updated to include the ability to capture the 1st, 2nd and 3rd choice pathway selection for each student. Additionally, work is currently done with Fresno State and State Center Community College District to establish a data exchange MOU which will allow counselors the ability to determine which students have and have not completed their respective applications with the higher education institutions.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Elizabeth Runyon
Todd Lile

Action Description from LCAP:

Research potential district-wide options for Positive Behavior Intervention Systems

Update on Progress:

1st Update - September 30

Completed Steps:

Two Middle schools (MLK & Desmond) completed PBIS training and were awarded Gold Status
Several Elementary schools have completed and fully implemented PBIS training in past years (Chavez & Millview)

Upcoming Priorities:

Two Elementary schools (Madison & Alpha) completed PBIS Year 1; beginning Year 2
Two Elementary schools (Lincoln & Sierra Vista) beginning PBIS Year 1
Four Elementary Counselors will be trained as PBIS Coaches to support/train our schools

2nd Update - December 31

Completed Steps:

Elementary schools are halfway through their training and will be completed by end of school year
Elementary Counselors have been receiving training for the Coaching of PBIS

Upcoming Priorities:

Elementary Counselor Interns to be deployed to various sites as we receive them from our universities during the Spring semester, 2016.

3rd Update - March 31

Completed Steps:

Upcoming Priorities:

Enroll high school principals and activities directors in PBIS training with local providers.
Explore possibility of support partnership with Madera County Office of Education for all Madera Unified secondary schools.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Recruit and retain highly qualified teaching talent

Update on Progress:

1st Update - September 30

Completed Steps:

MUSD started the 2015/16 school year with only 2 unfilled positions.
MUSD has partnered with CSU Fresno to begin a cohort of potential teaching candidates. Candidates will take their college course work at TJ Middle School and will student teach in MUSD.
MUSD has partnered with Fresno Pacific University to have perpetual student teachers placed at Pershing Elementary.
MUSD enhanced the salary schedule for veteran teachers by creating a new class with more units of study required.
Established the Bridges to Leadership program to allow teachers advancement opportunities.

Upcoming Priorities:

Finding qualified math and science teachers.

2nd Update - December 31

Completed Steps:

No new completed steps

Upcoming Priorities:

3rd Update - March 31

Completed Steps:

No new completed steps

Upcoming Priorities:

In the process of 2016/17 hirings. Still need 2 math and 4 Special Education highly qualified teachers for the 2016/17 school year.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Recruit and retain staff focused on improving school safety and climate

- Hire additional Counselors
- Hire additional Nurses (RN's & LVN's)
- Hire additional Health Assistants

Update on Progress:

1st Update - September 30

Completed Steps:

Hired 12 Elementary Counselors
Hired 3 new LVN since the start of school
Hired 3 RNs for the 2015/16 school year.
Created a new salary schedule for nurses making MUSD more attractive
Formed a partnership with CSU Fresno to have nurses intern in MUSD

Upcoming Priorities:

Continue to work on attracting nurses from the private sector into education.

2nd Update - December 31

Completed Steps:

Hired 8 school safety officers

Upcoming Priorities:

3rd Update - March 31

Completed Steps:

No new completed steps

Upcoming Priorities:

Core staffing is requesting 4 new counselors for the 2016/17 school year.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Recruit and retain staff at school sites focused on providing targeted supports for English Learner students

- Hire English Learner Counselors to provide targeted support to English Learner students (see appendix B)

Update on Progress:

1st Update - September 30

Completed Steps:

4 EL counselors were hired to support English Learners.

Upcoming Priorities:

Prepare for recruitment of new teachers with BCLAD credentials for the 2016/17 school year.

2nd Update - December 31

Completed Steps:

No new steps completed

Upcoming Priorities:

Job Fairs begin and an emphasis on hiring candidates with EL skills will occur.

3rd Update - March 31

Completed Steps:

No new steps completed

Upcoming Priorities:

All new hires have the required credentials to benefit our EL students.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Adele Nikkel

Action Description from LCAP:

Increase classroom supply budget

Update on Progress:

1st Update - September 30

Completed Steps:

An additional \$500,000 was allocated to all school sites for supplies. 75% was allocated to Instructional Supplies and 24% was allocated to Administrative Supplies.

Upcoming Priorities:

2nd Update - December 31

Completed Steps:

Each school site was given an increase in their materials & supply budget at First Interim. The increase average was approximately 30% to each school site which translates to \$14,000 for K-8 schools. The High Schools received the same percentage increase.

Upcoming Priorities:

Continue to support the needs of each school site.

3rd Update - March 31

Completed Steps:

Each school site was given an increase in their materials & supply budget at First Interim. The increase average was approximately 30% to each school site which translates to \$14,000 for K-8 schools. The High Schools received the same percentage increase.

Upcoming Priorities:

Support the needs of the sites

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Elizabeth Runyon

Action Description from LCAP:

Add grade level field trips K-6

Update on Progress:

1st Update - September 30

Completed Steps:

Piloted various field trip experiences for grades 2nd, 4th, 5th & 6th; All 3rd grade students attended the Madera County Fair during Year 2014-15
Year 2015-16 Districtwide field trip experiences have been funded for grades Kinder (Zoomobile), 2nd (Fossil Discovery Center), 4th (Monroe Museum/Gold Gulch), 5th (Chaffee Zoo) & 6th (San Joaquin River Parkway)

Upcoming Priorities:

Districtwide field trip experience for grades 1st (Storyland) & 3rd (Discovery Science Center) will be created for Year 2015-16

2nd Update - December 31

Completed Steps:

Field trips have been added for all grades K-6th. Kinder @ ZooMobile; 1st @ Storyland; 2nd @ Fossil Discovery Center; 3rd @ Madera State Fair & Discovery Center; 4th @ Monroe Museum & Gold Gulch; 5th @ Chaffee Zoo; 6th @ San Joaquin River

Upcoming Priorities:

Country schools (4) will be piloting the use of iPads at the Zoo trip. They will be creating a presentation to share at a Board meeting.
All other 5th grade classes were given a list of potential projects.

3rd Update - March 31

Completed Steps:

--

Upcoming Priorities:

--

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Create and establish an early identification and intervention system (early warning system) to coordinate social emotional supports to students in need

Update on Progress:

1st Update - September 30

Completed Steps:

-Currently in the process of completing required data clean-up prior to the development of the early warning system
-Wireframe for the early identification and intervention system has been developed and built out

Upcoming Priorities:

-Continue the development of the early identification and intervention system with a targeted go live date for wave 1 of the tool in early spring.

2nd Update - December 31

Completed Steps:

Currently in the development phase of the early identification and intervention system which has been formerly named AIM System. There is currently a small group of Principals who will be a part of the AIM system pilot. The AIM system stands for Accelerated Information Management system. The AIM system will allow us to proactively develop action oriented request which can be pushed to the responsible individual for a service which needs to be executed. Request will fall under the following three areas:

- Data quality
- Compliance
- Operations
- Professional Development (professional learning database will need to be developed to incorporate this category into the AIM system)

Upcoming Priorities:

We will begin to implement to AIM actions to the pilot group of Principals. Feedback will be obtained from

Principals on ways to improve the system prior to going live with the system district wide.

3rd Update - March 31

Completed Steps:

The early warning system AIM pilot implementation included two different AIM actions which fall under compliance related actions. Multiple data quality issues were revealed through the Principals who participated in the pilot. Additionally, feedback was given on ways to make the data more easy for site leaders to use. Next steps with the Board approval will be to move forward with wave two of the AIM system which will involve the development of the AIM system for use on mobile technologies. Work has also been done to develop the early warning system wireframe. Early identification indicators will be developed using research based data points along with local indicators and data points.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Todd Lile

Action Description from LCAP:

Maintain programs to support teens who are pregnant while in school

- Cal-Safe Program Activities

Update on Progress:

1st Update - September 30

Completed Steps:

1. Meet with Cal-Safe staff for discussion of historic and future needs.
2. Collect list of desired conferences and outings for teen parents and their children.
3. Present needs for budgetary increase to Superintendent's Executive Cabinet.

Upcoming Priorities:

1. Visit Cal-Safe sites to conduct a program needs analysis for future budget planning.
2. Observe and record the characteristics of the two Cal-Safe programs for potential expansion of a third on the campus of Furman High School/Madera South High School.

2nd Update - December 31

Completed Steps:

1. Cal-SAFE staff provided a comprehensive list conferences for both teen mothers and fathers.
2. Cal-SAFE staff provided a list of outings for teen parents and their children to encourage healthy relationship and child development.
 - a. Fresno Chaffee Zoo
 - b. Monterey Bay Aquarium
3. In October of 2015 Superintendent Gonzalez directed the increase of the Cal-SAFE budget by \$50,000.00.
4. In October of 2015 Superintendent Gonzalez directed staff to create plans for the creation of a third Cal-SAFE Program onto the Madera South Campus on the far west end of the Furman High School gate. This was to include a triple-wide modular building with running water and restrooms, playgrounds, and adequate fencing.
5. Cal-SAFE students have attended the following conferences on the following topics/service providers:
 - a. Lead Poisoning
 - b. Literacy

- c. Car Seat Safety
- d. Teen Parent Youth Conference
- e. Coalition for Community Justice
- f. Parent Life
- g. Water Safety
- h. Immunization
- i. STD's

Upcoming Priorities:

1. On 1-26-16 a MUSD Board of Trustees Meeting public presentation will be made by district staff to formalize approval of planning process to build the third Cal-SAFE program at MSHS.

3rd Update - March 31

Completed Steps:

The MUSD Board of Trustees voted to approve the creation of a new Cal-SAFE program at MSHS to be built with modular construction and with a fenced playground and play structure. The plans have been sent to the Division of State Architects for approval.

Upcoming Priorities:

Bid process will be still need to be completed once the plans have been fully approved by DSA. MUSD Board of Trustees will vote in April to approve the core staffing priorities which will include Cal-SAFE staff. Upon approval, MUSD staff will post, interview and hire all needed program staff members.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Sandon Schwartz

Action Description from LCAP:

Address facilities needs through needs prioritization list schedule
See Appendix F

Update on Progress:

1st Update - September 30

Completed Steps:

Facilities Committee Formulated - Have visited 20 school sites and reviewed site facilities needs list for each site.

Upcoming Priorities:

2nd Update - December 31

Completed Steps:

Facilities Committee has completed all site visits and is meeting in January to prioritize identified facilities needs observed and shared during site visits.

Upcoming Priorities:

Work on prioritization of items.

3rd Update - March 31

Completed Steps:

Facilities Committee has prioritized list of facility needs.

Upcoming Priorities:

Share the Committee's finding with the board at an upcoming meeting. Staff will need to secure funding to address approved items.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Sandon Schwartz

Action Description from LCAP:

Develop replacement schedule for facilities, equipment, technology and other needs
(see appendix F)

Update on Progress:

1st Update - September 30

Completed Steps:

Developed replacement cycles for buses and district vehicles. Modified deferred maintenance schedules based on work done over the Summer of 2015. Have collected data on items that are being requested by most of the school sites (portable stages, stage curtains, sound systems).

Upcoming Priorities:

Develop replacement cycles for portable stages, stage curtains, sound systems, furniture, and maintenance equipment.

2nd Update - December 31

Completed Steps:

Replacement cycles have been shared in SEC and with CFO. Technology replacement cycles are still being developed.

Upcoming Priorities:

Identify funding sources and budget for replacement schedules.

3rd Update - March 31

Completed Steps:

Replacement cycles for buses, white fleet, maintenance equipment, furniture, and sound systems have been created, reviewed and modified. Inventory of district technology has been completed. Budgets and funding

sources have been identified for the following year.

Upcoming Priorities:

Continue to review and update schedules as needed. Develop a more comprehensive student technology replacement program.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Develop long term substitute teacher program which includes training opportunities for long term substitutes

Update on Progress:

1st Update - September 30

Completed Steps:

Currently MUSD has hired 7 long term substitutes to work every day at the two comprehensive high schools and the three middle schools.

Upcoming Priorities:

Include the long term substitutes in professional development opportunities.

2nd Update - December 31

Completed Steps:

The long term substitutes are still in place and attend the same trainings as full time teachers.

Upcoming Priorities:

Determine if more long term substitutes are needed.

3rd Update - March 31

Completed Steps:

Determined that more long term substitutes are needed.

Upcoming Priorities:

Legal effects of hiring long term substitutes.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Sandon Schwartz

Action Description from LCAP:

Update school site facilities based on individual school site prioritized needs list
(see appendix F)

Update on Progress:

1st Update - September 30

Completed Steps:

Sites continue to update their facility needs lists. The facilities committee has been making site visitations and will be providing feedback to the district on the types of items they recommend we prioritize after making visits to all of the school sites.

Upcoming Priorities:

2nd Update - December 31

Completed Steps:

Sites continue to update their facility needs lists on an ongoing basis. Minor items are submitted using work order system. The facilities committee has visited all school sites and will provide feedback to the district.

Upcoming Priorities:

3rd Update - March 31

Completed Steps:

Facility needs lists are updated on an ongoing basis. Minor items are submitted using a work order system. For larger items, a district funding request is submitted to SEC. The facilities committee has prioritized items

from the site lists.

Upcoming Priorities:

Facilities Committee will present their findings to the board of trustees. Staff will look to secure funding for recommended projects.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Sandon Schwartz

Action Description from LCAP:

Develop replacement schedule for facilities, equipment, technology and other needs
(see appendix F)

Update on Progress:

1st Update - September 30

Completed Steps:

Developed replacement cycles for buses and district vehicles. Modified deferred maintenance schedules based on work done over the Summer of 2015. Have collected data on items that are being requested by most of the school sites (portable stages, stage curtains, sound systems).

Upcoming Priorities:

Develop replacement cycles for portable stages, stage curtains, sound systems, furniture, and maintenance equipment.

2nd Update - December 31

Completed Steps:

Replacement cycles have been shared in SEC and with CFO. Technology replacement cycles are still being developed.

Upcoming Priorities:

Identify funding sources and budget for replacement schedules.

3rd Update - March 31

Completed Steps:

Replacement cycles for buses, white fleet, maintenance equipment, furniture, and sound systems have been created, reviewed and modified. Inventory of district technology has been completed. Budgets and funding

sources have been identified for the following year.

Upcoming Priorities:

Continue to review and update schedules as needed. Develop a more comprehensive student technology replacement program.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Curtis Manganaan

Action Description from LCAP:

Increase cleanliness and up keep of school site facilities
(see appendix B)

Update on Progress:

1st Update - September 30

Completed Steps:

Crews are working on making repairs noted in the Williams report. Air filters are getting changed at the AC units.

Upcoming Priorities:

Completing Williams repairs by October 22. Get ready for winter weather.

2nd Update - December 31

Completed Steps:

Williams complete. We converted over to heat for the winter. Preparing for the rainy season. Pruning and fertilization of grounds. Rodent (gophers and squirrels) termination. Winter break deep cleaning of classrooms.

Upcoming Priorities:

Spring start up of air conditioning units (change filters, belts, clean coils) order parts and materials. Spring break deep cleaning of classrooms - prioritize needs.

3rd Update - March 31

Completed Steps:

Maintenance employees are working on getting school sites ready for graduations and promotions. Grounds is in full swing maintaining a safe school site by trapping gophers and pruning trees. Custodians are getting

ready for summer deep cleaning.

Upcoming Priorities:

Clean and paint the stadium for graduation. Prune Trees. Get sites ready for promotions.

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Brian Chiarito

Action Description from LCAP:

Increase quality and nutritional food offerings to students district wide

Update on Progress:

1st Update - September 30

Completed Steps:

We continue to provide balanced nutritional meals each day that meet and exceed the federal guidelines.

We have invested over \$300,000 in new equipment to provide a higher quality meal and increase our new food offerings (some examples are below)(High Schools only)

Rotisserie Chicken & Vegetables

Tri-Tip Sandwiches

Pulled Chicken Sandwiches (BBQ & Spicy)

Fresh Hamburger Patties

Fresh Juice at the High Schools (Middle & Elementary will transition next school year)

Sandwich line made to order (should be fully functional by 11/9/15)

Burrito line made to order (should be fully functional by 11/9/15)

We serve and prepare menu items differently to create an overall better product that is appealing to the students (some items are below)(Elementary only).

Enchiladas

Chile Verde w/Spanish Rice

Penne Pasta w/Marinara Sauce & Meatballs

Grilled Natural Burrito (Pinto Beans & Cheese)

As of September 30, 2015; we are serving on average:

1,086 more students per day for lunch (increase of 8%)

559 more students per day for breakfast (increase of 9.87%)

88 more students per day for snack (increase of 3.81%)

Upcoming Priorities:

Our goal is to get MSHS fully functional with their new lines and meal offerings.

Get all other new equipment fully functional (Sierra Vista)(Madera High)

Purchase additional lines at MHS so we can provide the same meal offerings to the students at MHS, like we will have at MSHS.

Purchase & Implement of new POS software for the Child Nutrition Department - **In Progress**

Analyze our current staffing needs to look at additional staffing as needed

Continue to create high quality meals that is appealing to the students.

2nd Update - December 31

Completed Steps:

No Changes accept updated average meal counts listed below:

As of November 30, 2015; we are serving on average:

1,228 more students per day for lunch (increase of 8.87%) over last school year.

528 more students per day for breakfast (increase of 8.99%) over last school year.

25 more students per day for snack (increase of 1.03%) over last school year.

Upcoming Priorities:

No Change

3rd Update - March 31

Completed Steps:

Purchase & Implement new POS software for the Child Nutrition Department **Secondary Sites - Completed**

Continue to create high quality meals that is appealing to the students:

KFC Style Lunch Meal (consists of Chicken, Mashed Potatoes, Biscuit & Honey) - **Completed**

Asian Style Rice Bowl - Orange Chicken w/Vegetable Fried Rice - **Completed**

Asian Style Rice Bowl - General Tso's Chicken w/Vegetable Fried Rice - **Completed**

Added two (2) - 8 hour Child Nutrition Assistant I positions.

Since January 12, 2016 (when we implemented our new POS system) - April 29, 2016, we are serving:

6,441 - Breakfast Per Day, District wide

15,070 - Lunches Per Day, District wide

2,481 - Snacks Per Day, District wide

Upcoming Priorities:

Our goal is to get MSHS fully functional with their new lines and meal offerings - **In Progress**

Get all other new equipment fully functional (Sierra Vista)(Madera High)

Purchase additional lines at MHS so we can provide the same meal offerings to the students at MHS, like we will have at MSHS.

Purchase & Implement new POS software for the Child Nutrition Department:

Elementary Sites - In Progress

Analyze our current staffing needs to look at additional staffing as needed - **In Progress**

Continue to create high quality meals that is appealing to the students - **Ongoing**

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Kent Albertson

Action Description from LCAP:

Classified staff professional development budget

Update on Progress:

1st Update - September 30

Completed Steps:

The District has established department accounts provide \$500 for each classified employee to receive professional development

Upcoming Priorities:

Providing the appropriate trainings for all the different job types.

2nd Update - December 31

Completed Steps:

Classified staff have been attending professional development throughout the year.

Upcoming Priorities:

Determine which staff has not utilized their PD allocation.

3rd Update - March 31

Completed Steps:

Classified staff have been attending professional development throughout the year.

Upcoming Priorities:

Determine which staff has not utilized their PD allocation.

4th Update - June 30

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

David Hernandez

Action Description from LCAP:

Continue to expand and fully staff Parent Resource Centers
- Hire Parent Resource Assistants (8 part-time employees)

Update on Progress:

1st Update - September 30

Completed Steps:

Four Parent Resource Centers (PRCs) were developed and are currently providing relevant comprehensive academic services. Eight new PRC Assistant were employed effective August 17, 2015. PRC Assistants are responsible for providing workshops, trainings, information and referrals to MUSD parents. In addition, PRC Assistants help to coordinate and organize volunteers and interns at the PRC.

The (PRC's) serve as the 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 with children.

Upcoming Priorities:

Continue to expand, operate and fully staff four (4) Parent Resource Centers and supervise eight (8) part-time Parent Resource Center Assistants and volunteers. Continue to maintain and expand relationships with current academic based providers and volunteers to fully support and engage parents in the quest to help their children succeed.

- **PIQE**
- **MCCJ**
- **MAS**
- **Parenting Partners**
- **PBS-Read to Learn**
- **School Smarts Parent Academy**
- **CAPMC**
- **MUSD Programs**
- **CalViva/Health Net**
- **United Farm Workers Foundation**

2nd Update - December 31

Completed Steps:

The Department of Family and Community Services continues to manage four Parent Resource Centers that collectively increases parental knowledge and skills related to child development, early childhood education and college and career. The PRCs serve as a single point of entry to programs and services and link schools families and communities. PRC Assistants and contracted providers continue to maintain and expand academic resources and services to fully support and engage parents in the quest to help their children succeed. These Programs are inclusive of Parent Institute for Quality Education, Madera Coalition for Community Justice - Parents as Leaders, Madera Adult School-ESL classes, Parenting Partners, and UFW Foundation - citizenship class.

Upcoming Priorities:

New Parent Engagement Programs Starting January 2016.

NASA STEM PROGRAM - Science, Technology, Engineering and Math (STEM) education will be available to MUSD's after school program students, 1st -12th grades. This project is in collaboration with Fresno State Kremen School of Education's Office of Community Based Learning. The NASA grant will focus on providing education and awareness on STEM while helping students continue their studies at all levels of the higher education and earn advanced degrees in STEM critical fields.

SCHOOL SMARTS ACADEMY FOR PARENTS - School Smarts Academy is a parent engagement program with an operating principle of inclusion — reaching across all parent groups and bringing them together in support of their common interest in helping children succeed. The program includes a (7) seven-session parent academy with sessions on education, communication 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.

VALLEYPBS READY TO LEARN PROGRAM - Ready to Learn is a parent education program that provides parents the resources, skills and confidence, to step into the role of being their child's first teacher. The program operates through a series of six workshops that will provide parents with teaching techniques that they can implement immediately at home. Parents will learn how to use easily accessible teaching tools, including free educational PBS Kids television programming, story books and hands-on activities to teach their children fundamental academic, life and critical thinking skills that contribute to future success in school and life.

STRENGTHENING FAMILIES - Strengthening Families Program is an evidence-based family skills training program found to significantly reduce problem behaviors, delinquency, and to improve social competencies and school performance in children. The program is comprised of fourteen (14) 1.5 hour workshops. The Parenting Skills sessions are designed to help 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.

3rd Update - March 31

Completed Steps:

During the third quarter, parent engagement programs continued to serve the greater parent community. We continue to aim at supporting parents through our offerings of comprehensive and best practice programming that collaborating in the education arena can be strengthened to achieve a positive student outcome coupled with valuable lifelong learning and skill development.

The **Parent Institute for Quality Education (PIQE)** served the middle schools (TJ, Desmond, and MLK) and the alternative education programs (Furman and Mountain Vista). The program continues to make great impact in parents knowledge of our education system as well as proper planning to help their children chart their path for higher education.

The **Parents as Leaders** program completed five programs (La Vina, Millview, Nishimoto, Parkwood and Washington). The outcomes for this program have been great. Graduate leaders have become deeply committed stakeholders in the LCAP Community Meetings and the entire LCAP process. This program continues to raise the bar and has exceeded last year's attendance and completion goals.

The **Strengthening Families** program is in full swing at Washington and Madera South High School. The program is providing valuable support services to parents in the area of behavior, teenage delinquency and social competencies. The program operates for 19 sessions, therefore, results and impact will be reported during the fourth quarter.

The **ValleyPBS Ready to Learn** program has completed five of six programs to date, (Chavez, Millview, Nishimoto, Washington, and Monroe). Sierra Vista is currently in progress and will be completed into the fourth quarter. This program has demonstrated great results for serving parents of EL students and has the potential to significantly impact students reading and math acquisition skills.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

David Hernandez

Action Description from LCAP:

Partner and support community based organizations to help develop Parent leadership and capacity in the LCAP engagement process

Update on Progress:

1st Update - September 30

Completed Steps:

MUSD is currently receiving parent education services from the Madera Coalition for Community Justice in support of promoting parent leadership opportunities through the “Parents as Leaders” program. This program provides training to parents to become school leaders with a focus on bolstering parent involvement by providing knowledge of (LCFF) and (LCAP), as well as the functions of various MUSD departments available to support students. The program serves elementary, middle school and high school parents, and is available in English and Spanish.

Upcoming Priorities:

During FY 2014-2015 133 parents were enrolled and 73 successfully graduated the program and now ready for the next parent involvement challenge. Staff has began to formulate plans to continue to support parent graduates by offering level II of “Parent as Leaders” which will entail preparation for and implementation of the training of parent mentors (16 - 20) on the 2015 - 2016 LCAP and LCFF community outreach meetings.

The Parent Mentors will be trained using comprehensive facilitation skills model and deployed to various schools and community centers to conduct workshops in preparation of the LCAP and LCFF community meetings. Parent Mentors will conduct a minimum of seven community meetings.

Rollout Parent Mentor training in mid October 2015.

2nd Update - December 31

Completed Steps:

We continue to strengthen our partnership with the Madera Coalition for Community Justice in support of promoting parent leadership opportunities through the “Parents as Leaders” Program. In December 2016, a total of 68 parents successfully graduated the “Parent as Leaders” Program. To date, we have a combined total of 141 parents certified as “Parents as Leaders”.

On December 8, the Board approved a contract with Madera Coalition for Community Justice to partner with MUSD to further improve our LCAP community engagement process. As conditions of the contract, MCCJ will work closely with staff to plan organize and facilitate community meetings, compile and present to the Board the recommendations developed from community meetings and facilitate LCAP community meetings with a goal of inviting a minimum of 50 parents to attend the community meetings.

Upcoming Priorities:

2016 LCAP Stakeholder Engagement Meetings

January 20 - Sierra Vista Elementary
February 3 - Lincoln Elementary
February 10 - Martin Luther King Middle School
February 17 - Madera High School
February 22 - Adams Elementary
February 25 - Madera High School
February 29 - Madera High School
March 7 - Washington Elementary

3rd Update - March 31

Completed Steps:

The Madera Coalition for Community Justice continues to do great work in their execution of developing parent leaders in MUSD schools through the Parents as Leaders Program. In January, Coalition staff was given the financial support to provide additional training to parent graduates and train leaders to assist MUSD staff with the rollout of the LCAP Community Meetings. The Parents as Leaders team mobilized 25 parent leaders and provided them with the training, tools, and support needed to deliver a total of 12 community meetings. The LCAP meetings were held mornings and evenings with the duration of an average of two hours each. This level of collaboration is both impressive and “cutting edge”. In speaking with staff from other districts, Madera is definitely in the forefront of parent engagement and participation in the LCAP process. MCCJ staff has submitted a comprehensive report summarizing all the data and information captured during the community meetings for the Board of Trustees to consider as they make budget decisions for FY 2016-2017 and beyond.

Upcoming Priorities:

Planned LCAP Community Meetings:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Elizabeth Runyon

Action Description from LCAP:

Expand robotics offerings to students

Update on Progress:

1st Update - September 30

Completed Steps:

All three Middle schools have Project Gateway Robotics elective classes offered this year. Staff attended further training to offer next level.
All Elementary schools have Lego Robotic kits purchased for our 4th grade students in Afterschool Program. Afterschool Program staff has been trained.

Upcoming Priorities:

The Lego Robotic kits for 4th graders is compatible for Apple computers only - Afterschool Program students will need access to site Computer labs.

Training for 4th grade teachers will be provided by our Educational Technology Department.

2nd Update - December 31

Completed Steps:

Middle School has continued their coursework, there is currently 1 Robotic class offered at each middle school
After the Ed Tech Dept review of the Lego kits at the Elementary schools, we may need to return some of the kits. Kits did not include robotic device.

Upcoming Priorities:

Return current Elementary school kits and exchange for the correct kits.

3rd Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Michael Mueller

Action Description from LCAP:

Expand targeted supports for Foster/Homeless Youth

Update on Progress:

1st Update - September 30

Completed Steps:

- Family Support Specialist for the MUSD Foster Youth program hired.
- 40 FY students participated in a 2-week summer program (Bitwise) where they all were provided with a laptop.
- A "Madera Youth Connection" chapter was formed. This chapter is part of the "California Youth Connection", a program for FY students.
- MUSD FY joined the "One Simple Wish", a FY national organization.
- FY students participate in weekly "Thursday night cohort" meeting at MCOE.

Upcoming Priorities:

- Record update - finalize FY records where Aeries, CalPads, and the Dept. of Social Services all have identical FY records.
- Arrange college visits for FY high school students.
- Arrange an "AB 167" meeting for FY high school students.

2nd Update - December 31

Completed Steps:

- Conference organized for female Foster Youth services in coordination with the Madera Soroptimist Organization.
- Foster Youth records on Aeries, CalPads, and Social Services are all current and updated. Decertified old records for Homeless Families.
- Fresno City College Field Trip for Foster Youth students.
- "Manufacturing Day" Field Trip for Foster Youth students to learn about community business needs.
- Field Trip to California State University, San Jose and the Technology Museum for Foster Youth and Homeless students.
- Monthly meetings for Foster Youth students (informational meetings) at Madera South High School.

Upcoming Priorities:

- Working on the Homeless “Double-Up” address list in coordination with the Office of Performance Management & Internal Communications.
- Pre-planning for Foster Youth program for Summer School.
- Trainings for Madera South High School Counselors on the needs of Foster Youth students.

3rd Update - March 31

Completed Steps:

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

David Hernandez

Action Description from LCAP:

Develop system to organize and deploy community volunteers
- Subsidize finger printing cost for volunteers

Update on Progress:

1st Update - September 30

Completed Steps:

The Department of Family and Community Services has recruited and trained a total of five volunteers during FY 2014-2015. Volunteers contributed 360 volunteer hours through a wide range of educational programs and family-based activities. Volunteers help with the day-to-day functions of the Parent Resource Centers, such as referrals, interpretation and translation during Family Math Nights and Family Literacy Nights, staff information tables during open house and back-to-school events. Volunteers also facilitate approved courses such as Driver's Education Exam Preparation, Adult Literacy and computer Literacy.

During FY 2015-2016 we have increased the number of volunteers to seven with an additional four pending approval. These prospective volunteers are in the process of submitting their live scan and TB skin test documentation.

Note: All volunteers have been processed through the Adopt-a-School program sponsored by the Ministerial Association. To date, we have not incurred any cost associated with building our volunteer pool.

Upcoming Priorities:

Organize a committee that will help to develop the framework to sustain a robust volunteer program through the support of parents and community volunteers to share their special talents and knowledge with students, teachers and staff. The following steps will be taken to realize this priority through the development of:

- A volunteer needs assessment
- A volunteer program mission statement
- Position descriptions for volunteers
- Volunteer recruitment strategies
- Screening Training Systems for tracking and reporting
- Volunteer recognition ideas
- Program Evaluation

Develop system to organize and deploy community volunteers
- Subsidize finger printing cost for volunteers

2nd Update - December 31

Completed Steps:

Volunteers continue to serve as an important component for the success of Parent Resource Centers. During the first quarter of FY 2015-16 we retained seven active volunteers and added two new volunteers. Two prospective volunteers are in the process of completing their live scan and TB skin test requirements.

Upcoming Priorities:

Parent Resource Center Assistants are currently working on a campaign to increase the number of volunteers at each Parent Resource Center by April 1st. Each Center has a goal of recruiting five parent volunteers that will provide assistance with family literacy, computer literacy and recruitment services. Volunteers will be encouraged to make a commitment to serve for a minimum of one semester. We will continue to mobilize our efforts to organize a committee to develop a framework to sustain a robust volunteer program. Our timeline for holding a volunteer planning meeting is scheduled for January 29, 2016. PRC and Family Liaisons will be invited to the meeting.

No expenses to report during this reporting period. All volunteers have been processed through the Adopt-a-School program sponsored by the Ministerial Association. We continue to utilize this funding source until it depletes. Like all funding sources, these funds will eventually be depleted and we will revert to using our established volunteer subsidized account.

3rd Update - March 31

Completed Steps:

Volunteers continue to serve at the core of the Parent Resource Centers success. The value that volunteers provide is undeniably superb as they provide tremendous support and assistance to our schools. Our parent education, computer labs, and parent literacy are all facilitated by parent volunteers. An incredible amount of energy, and hours of labor of love is given daily by parent volunteers to support our students and their academic success. The large number of parents volunteers who work in our schools each day help foster a feeling of "community and family" in our schools which help sustain positive and healthy school climates. To date, 28 volunteers have been recruited and given parent engagement tasks to support our programs operated through the Department of Family and Community Services.

On the afternoon of January 29, 2016, Parent Liaisons and active volunteers were invited to a planning meeting to discuss areas of need for volunteers and develop a plan to sustain and support current and new volunteers as they perform their assigned duties. Staff is currently collaborating with the City of Madera's project "Love Madera" to help strengthen the live scans by providing bilingual staff to serve our parent population. In addition, we continue to work directly with the Ministerial Association whom is the catalysts to the development of the "Adopt-a-School Project".

No expenses to report during this reporting period. All volunteers have been processed through the Adopt-a-School Program sponsored by the Ministerial Association.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Maintain and Update LCAP Data Dashboard Explorer to allow members of the public monitor the performance overall goals within the LCAP

Update on Progress:

1st Update - September 30

Completed Steps:

LCAP Dashboard Explorer has been recently updated to return the CAASPP results in ELA and Math.

Upcoming Priorities:

The FAFSA completion rate LCAP indicators will be updated on the LCAP Dashboard Explorer.

2nd Update - December 31

Completed Steps:

The FAFSA completion rate LCAP indicator has been published on the LCAP Dashboard Explorer.

Upcoming Priorities:

We are currently working on publishing the attendance and discipline indicators on the LCAP Dashboard Explorer.

3rd Update - March 31

Completed Steps:

Attendance indicator was published on the LCAP Dashboard Explorer.

Upcoming Priorities:

--

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Hold ongoing LCAP stakeholder input sessions which includes review of LCAP Data Dashboard indicators through Equity Walks

Update on Progress:

1st Update - September 30

Completed Steps:

The first equity walk of the school year has been scheduled for November 19, 2015. LCAP stakeholder input sessions have been scheduled to be held at different school sites district wide for the 2015-16 school year. Marketing collateral has been created to advertise the upcoming community meetings.

Upcoming Priorities:

Work will be done in partnership with community based organizations to help educate parents on the different ways they can engage in the budget development process for the school district.

2nd Update - December 31

Completed Steps:

Held LCAP Equity Walk meeting during the month of November. We had over 120 parents attend the meeting where we went over LCAP actions and review disaggregated data points which can be viewed using the LCAP Dashboard Explorer.

Upcoming Priorities:

Will hold additional LCAP input meetings and Equity Walks throughout the school year.

3rd Update - March 31

Completed Steps:

An equity walk was held with the Parent Advisory Committee. The data points reviewed included the

Madera Unified Teacher Survey results, and the state assessment results in Math and English.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Babatunde Ilori

Action Description from LCAP:

Expand marketing of the following meetings, LCAP input sessions, School Site Council, English Language Advisory Committee, District English Advisory Committee, Parent Advisory Committee

Update on Progress:

1st Update - September 30

Completed Steps:

Flyers have been created and shared with site leaders advertising the upcoming Parent Advisory Committee meetings.

Upcoming Priorities:

Complete the development of the flyers for the LCAP input sessions and share with site leaders.

2nd Update - December 31

Completed Steps:

Flyers for the LCAP Input Sessions have been created and shared with staff, site leaders and the media.

Upcoming Priorities:

Partnering with the Madera Coalition for Community Justice to implement LCAP Input Sessions. Goal is to get a minimum of 50 participants per meeting.

3rd Update - March 31

Completed Steps:

LCAP community meetings were completed in partnership with the Madera Coalition for Community Justice. Over 550 parents attended the LCAP community meetings and 92% of attendees felt their input will be heard and valued by leadership.

Upcoming Priorities:

Local Control Accountability Plan (LCAP) Implementation Update

District Lead:

Victor Villar

Action Description from LCAP:

Increase interpretation and translation services

Update on Progress:

1st Update - September 30

Completed Steps:

Hired two additional District Translators/Interpreters.

Upcoming Priorities:

1. Updates on Special Education Information need to be shared with Translators
2. The needs at Madera South need to be discussed
3. Regular meetings will be held with the translators and supervisor(s)
4. Templates will be developed for psychological reports to increase the speed of translations

2nd Update - November 30

Completed Steps:

1. Hired staff
2. Grouped all 4 interpreters in the same office "Parent Reminder Needed" check box
3. Created a log of requests for the 2015-2016 school year that is updated daily

Upcoming Priorities:

1. District and Site Administrators will meet on 1/28/15 to discuss translator needs of the district
2. The logs (341 entries) from the Translators will be disaggregated to determine the time allotted for tasks completed
3. Special Services will research the needs for translations of Psychological Reports and Speech Reports (MCOE)

3rd Update - March 31

Completed Steps:

Upcoming Priorities: