

An aerial photograph of a school campus. In the foreground, there is a playground with a blue canopy and slides. The middle ground shows a large red building with a white arched entrance and a white roof. Other buildings and a parking lot are visible in the background under a clear sky.

2019-2020 LCAP & Annual Update

Madera Unified School District
Local Control & Accountability Plan
Babatunde Ilori, Executive Director of
Accountability & Communication
babatundeilori@maderausd.org
(559) 664-8034

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2017 - 2020 PLAN SUMMARY

The Story

Madera Unified School District (MUSD) is located in the geographic center of California in a growing community of 65,000. Our district serves 20,000 students and has 2,000 employees. Madera Unified is comprised of 27 schools and is in the process of building a new high school. Currently, there are 18 elementary schools, three middle schools, two alternative high schools, two comprehensive high schools, one community day school, and one adult school. Madera Unified has an annual budget of \$270,000,000. Madera Unified serves a community with a diverse population of students and their parents. We are guided by a powerful vision, which encourages us to provide an educational program in which students are “driven by their aspirations and inspired by their circumstances.”

On March 26, 2019, the Madera Unified Board of Education adopted the new MUSD Compact. The MUSD compact includes the vision, mission and core values of the district (see below). It is a reflection of district leadership’s new focus and plan to increase student achievement.



Madera Unified Community Compact

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

MUSD Governing Board of Trustees' Goals

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

Our Vision

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

Our Mission

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

Our Belief Statement

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

Our Creed

WE BELIEVE in...

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

Our Core Values

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

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

In 2012, Madera Unified created a Strategic Plan that is used to guide the district's everyday work. It includes four pillars (goals), eight commitments and 28 key actions and is the focus for Madera Unified School District. The 2019-2020 Local Control Accountability Plan (LCAP) was developed with the Madera Unified strategic plan in mind. The 2019-2020 LCAP engagement process continues to build on the foundation developed from previous years.

The four PILLARS of the Madera Unified Strategic Plan are:

- Pillar I: Equitable Access to Rigorous High-level Programs
- Pillar II: Data-driven Professional Learning and Collaboration
- Pillar III: Safe and Healthy Environments for Learning and Work
- Pillar IV: Strong Relationships with Families and Community

The PILLARS along with the eight state priorities framed the feedback that we solicited from our community during the LCAP engagement process. Furthermore, we asked stakeholders to prioritize which state priorities they would like to see more resources devoted to.

Madera Unified's strategic plans, four pillars/goals, combined with the state eight priorities provided the context and frame for the community feedback received during the engagement process. Madera Unified completed a series of stakeholder engagement meetings to reach as many community members as possible in an effort to impact the LCAP update and review process in a constructive way.

December 2018 to April 2019: Approximately 2,000 stakeholders attended over 70 different stakeholder feedback meetings held at various school sites and other locations across the district and the city. Comments and feedback received from these meetings were used to address the district's goals and the eight state priorities.

LCAP Highlights

Annual Update:

Madera Unified has developed a self-evaluation rubric to complete the annual update section of the LCAP in a more self-reflective way. Each of the actions within the LCAP will be given a rating of exemplary, good, fair or poor. Additionally, each action will include a rationale for why the rating was given to the action. A rubric was developed for the implementation and effectiveness of the action. Madera Unified recognizes the importance of rigorously evaluating each of the actions implemented across the district and determining ways to improve implementation, monitoring, and evaluation.

Stakeholder Engagement:

Madera Unified has made a concentrated effort to obtain feedback and listen to a number of different stakeholders across the district and community. It was clear that during the engagement sessions stakeholders still did not have a clear understanding of what the LCAP is and what Madera Unified's goals are for the district. In response to this finding, Madera Unified developed a custom LCAP video which outlines to stakeholders and community members the purpose of the LCAP and ways to engage in the feedback process. Use the following URLs below to access the video in English and Spanish:

- LCAP English Video - <https://www.youtube.com/watch?v=bdHTn5CcZDk&t=28s>
- LCAP Spanish Video - <https://www.youtube.com/watch?v=hFrgHXEMEwl&t=280s>

Goals, Actions, and Services:

Starting in 2017-18, Madera Unified implemented a new accountability and support structure across the district. This new system included funding for site leaders to engage their leadership team in three different strategic planning and review days. The site leadership teams included the following staff members based on school site:

- Site Leaders (Principal and Vice Principal)
- Curriculum and Instruction Teachers
- Instructional Technology Teachers
- Response to Intervention Teachers
- Primary Literacy Support Specialist
- Counselors
- Lead Teachers (Department Chairs etc.)

The strategic planning and review days included a thorough review and analysis of actions and services used to meet school site goals. District-level planning, review, and analysis took place during the same time period to allow for a coordinated approach to complete a self-evaluation and review of the effectiveness of actions and services to meet district goals. The district plans to continue operating under the new accountability and support structures put in place during the 2017-18 year. Other highlights include an expansion of dual enrollment (college credit) course offerings to students across the district, in addition to the implementation of the Me to Be grade level readiness report to elementary students district wide.

Review of Performance

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

Greatest Progress

Madera Unified has made progress in a number of areas district-wide. The district has made the most progress in the following areas:

- *Graduation Rate*
- *Career Pathway Completion Rate*
- *Discipline Rate*
- *Parent Engagement*

Graduation Rate: The California Dashboard's most recent graduation rate rating for Madera Unified is based on the 2015-16 cohort graduation rate. Madera Unified's 2017-18 graduation rate has moved up to 91.3% from 90.5% in the prior year (rating does not include alternative high school graduation rates) Madera Unified received a green rating for the overall dashboard color.

Additionally, the dropout rate is 5.5% (includes alternative high schools), the lowest dropout rate recorded in the school district. These improvements happened through investments made in additional counselors monitoring and management tools and systems. Madera Unified hired additional counselors over the course of the past three years, reducing counselor caseloads from 500 students per counselor to approximately 300 students per counselor. During this same time period, Madera Unified developed a custom tool called Gradtracker. Gradtracker allows counselors the ability to more easily keep track of the progress students have made with meeting graduation requirements. This includes meeting the A-G requirements which are the course requirements needed to attend a University of California or California State University school system.

Career Pathway Completion Rate: Madera Unified has developed 25 high-quality CTE pathways where students can complete a pathway which can lead to future employment opportunities for students. During the 2017-18 school year, 303 students completed a CTE pathway. Work will be done to monitor and track students progress throughout their post-secondary education.

Discipline Rate: Madera Unified's student discipline rates have gone down significantly over the years. The district's 2017-18 suspension rate was 6.7%. The district will build on the progress made in this area by developing an overarching discipline philosophy and providing professional development, training, and support to ensure this discipline philosophy is executed with fidelity across the district.

Parent Engagement: Madera Unified received a local engagement and exemplary grand prize of \$12,500 for the work the district has done to engage parents in the Local Control and Accountability Plan development process. Madera Unified has made significant improvements in the number of parents engaged in school and district planning activities. Over 700 parents participated in the LCAP community meetings during the 2018-19 school year. In an effort to communicate with the community, Madera Unified partners with the non-profit organization Madera Coalition for Community Justice. Nine hundred and fifty-five parents from the community have completed a parent education leadership program organized and implemented by the organization, Madera Coalition for Community Justice. Parents who completed the parent leadership program have key roles in the LCAP community meetings. These parents are known as Parents As Leaders and they support the district's efforts in marketing the LCAP community meetings by connecting with parents at the schools their children attend and informing these parents about the LCAP community meetings. The Parents As Leaders also play a key role during the meetings by answering questions and acting as a resource to fellow parents. Madera Unified has also made investments in parent engagement through the development of Parent Resource Centers (PRC). PRCs provide parents with a variety of resources, training, and support.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Though Madera Unified's performance on state indicators reported in the Fall 2018 California School Dashboard shows the district exceeding the LCAP definition for "Greatest Needs," the district will still continue to address the need to improve performance on the English Learner progress indicator and suspension rate indicator. Additionally, the district still needs to make significant improvements to both the ELA and Math indicator results.

- *Suspension Rate Indicator - Yellow Rating*
- *English Language Arts Indicator - Orange Rating*
- *Math Indicator - Orange Rating*
- *Chronic Absenteeism - Orange Rating*

Access to relevant key data points is key to making changes in the present to improve overall results and performance. Therefore, Madera Unified invested in the development of a Single Plan for Student Achievement (SPSA) Dashboard which provides site and district leadership access to both lagging and leading indicators used to monitor student performance throughout the year. Focused professional development will be implemented during the 2018-19 school year to improve understanding and appropriate use of the Madera Unified SPSA dashboard.

Madera Unified implemented a new accountability and support system during the 2018-19 school year. A major step recently completed to implement the new accountability and support system is to improve the alignment of the SPSA and the LCAP. The alignment allows the district and schools within the district to create shared priorities and goals. Therefore, when schools target and align their respective goals to the goals within the LCAP, accelerated growth and movement in student achievement indicators will happen. This system includes funding for site leaders to engage their leadership team in three different strategic planning and review days. These strategic planning and review days will include a thorough review and analysis of actions and services used to meet school sites goals. District-level planning, review, and analysis will be done during the same time period to allow for a coordinated approach to identifying and addressing performance gaps through improved implementation and adjustment of actions, in addition to the development of new actions.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

ACADEMIC INDICATOR (STATUS derived from California Dashboard)

- 17-18 English Language Arts:
 - All Students: **ORANGE** (10,131 students)
 - African American: **RED** (171 students)
 - Foster Youth: **RED** (66 students)
 - Students with Disabilities: **RED** (945 students)
- 17-18 Mathematics:
 - All Students: **ORANGE** (10,125 students)
 - American American: **RED** (46 students)
 - Foster Youth: **RED** (66 students)
 - Students with Disabilities: **RED** (943 students)

SUSPENSION RATE INDICATOR

- 17-18 Performance Level:
 - All Students: **YELLOW** (20,953 students)
 - African American: **RED** (375 students)
 - Homeless: **RED** (873 students)
 - Two or More Races: **RED** (160 students)

GRADUATION RATE INDICATOR

- 17-18 Graduation:
 - All Students: **GREEN** (1,244 students)
 - White: **ORANGE** (99 students)

COLLEGE/CAREER INDICATOR

- 17-18 Performance Level:
 - All Students: **GREEN** (1,244 students)
 - Students with Disabilities: **RED** (106 students)

District plan to address apparent performance gaps: The district has developed a new tool called the California Educational Performance Index (CEPI) which will assign each California district and school who participated in the CAASPP an overall composite index score based on the measures used within the new accountability model - the CA School Dashboard. This tool will provide district and site staff the ability to identify high performing schools within a cohort of schools that are similar to theirs. One powerful feature of this new tool is that it provides the ability to drill down to the subgroup level (e.g. African American, English Learners).

As stated within the greatest needs section of the LCAP, Madera Unified will continue to support the new accountability and support system during the 2019-20 school year. A major component of the new Madera Unified accountability and support system is the dedicated non-instructional time that site leaders will have with their leadership teams to address performance gaps using real-time leading indicators and data points. Madera Unified will continue to use the comprehensive strategic planning and analysis tool which will be used in combination with the SPSA Dashboard to provide both district and site leadership with support on the development of plans to address performance gaps at the student subgroup level.

Furthermore, Madera Unified will work with WestEd's Comprehensive School Assistance Program to examine approaches to identify effective strategies to improve student outcomes with an emphasis on school discipline of African American Students. WestEd will analyze data and facilitate empathy interview discussions with district staff and students. Additional analysis will be completed with the purpose of increasing understanding of needs and potential strategies to improve outcomes for African American students.

District projections currently show improvements in suspension rate data returning a suspension rate of 6.8% for the 2018-19 school year. Additionally, the suspension rate per the CA School Dashboard for the subgroups below the all student level in the 2017-18 school year are as follows:

- Foster Youth: 16.6%
- Homeless Students: 8.7%
- African American Students: 20.0%
- American Indian Students: 6.7%
- Two or more Races: 11.3%

Comprehensive Support and Improvement

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

Schools Identified

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

- Mountain Vista High
- Jefferson Middle School

Support for Identified Schools

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

Madera Unified is utilizing methods from Improvement Science to support the schools identified for CSI. The school principals of both sites identified an improvement team to study data around the reasons they were identified for CSI before

Monitoring and Evaluating Effectiveness

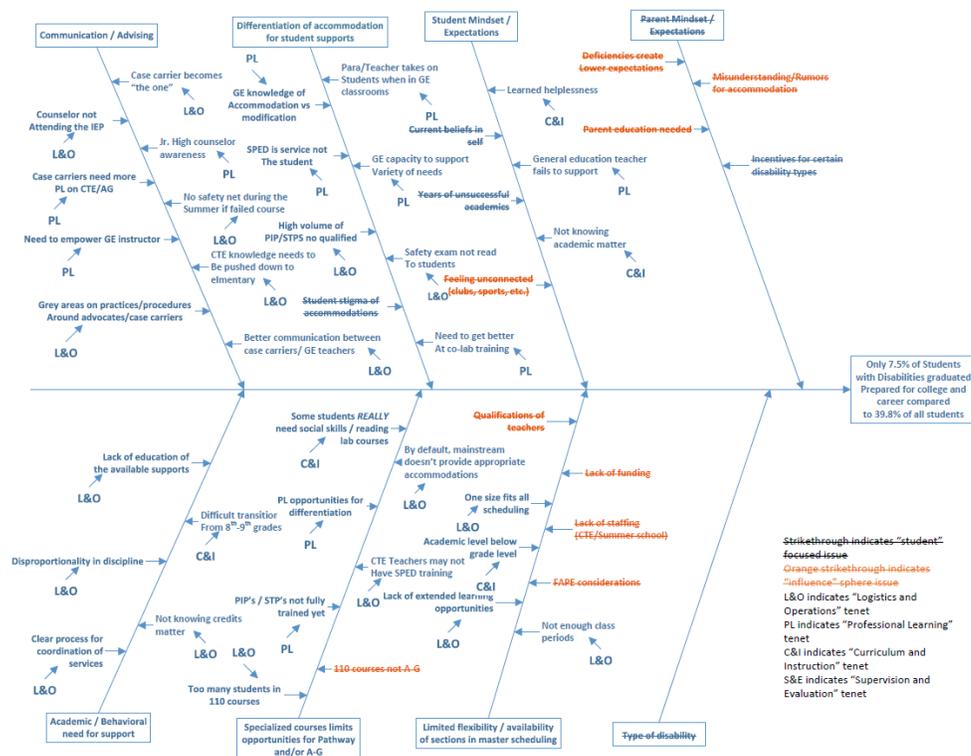
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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

Differentiated Assistance

Madera Unified was also identified for Differentiated Assistance (DA) by the state for the College/Career indicator for Students with Disabilities. Like CSI, Madera Unified is utilizing methods from Improvement Science to support College and Career Readiness, Student Services and Special Services departments by studying data around the reasons they were identified for DA before completing a root cause analysis to identify root causes and contributing factors of those identified root causes. Additional Meetings have been scheduled to create and evaluate change ideas to be implemented at the individual school sites and/or to modify district policies.

District DA Fishbone:



ANNUAL UPDATE

LCAP Year Reviewed: 2019-20

Goal 1 Equitable Access to Rigorous High-level Programs

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Annual Measurable Outcomes

Expected	Actual
<p>College and Career Readiness Indicator - Percent of students graduated as prepared or well prepared for college or career</p> <p>Increase</p> <p>Internal Calculations indicate 35% of students graduated as prepared for college or career 30.5% of students graduated as prepared for college or career based on Fall 2017 California Dashboard</p>	<p>At the time when the 2018-19 LCAP was being written, results for the College and Career Readiness Indicator were not available. The state released those results in November of 2018 and the CA School Dashboard reported that 39.8% of students who were part of the class of 2018 were PREPARED for college and career. The expectation is to increase from the prior year.</p>
<p>A-G Requirements Number of students who completed their A-G requirements upon graduation</p> <p>Increase</p> <p>42.3% or 465 out of 1098 graduates in 2016-17 met UC/CSU A-G requirements</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session and the district was unable to calculate A-G completion until after the school year ended. Per Dataquest, 35.6% or 447 out of 1256 graduates in 2017-18 met UC/CSU A-G requirements. The expectation is to increase from the prior year.</p>
<p>CTE Pathway Number of students who completed a CTE Pathway upon graduation</p> <p>Increase</p> <p>283 CTE completers for the 2016-17 school year</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session and the district was unable to calculate CTE Pathway completion numbers until after the school year ended. Per MUSD internal databases there was 303 CTE completers in 2017-18.</p>
<p>AP Exam Percent of students who passed the AP exam with a score of 3 or higher (Formula: number of students who scored 3 or higher divided by the total number of test takers)</p> <p>Increase</p> <p>Of 545 students who participating in AP testing, 265 passed one or more exams - that is approximately 49% as of the 2016-17 school year</p>	<p>At the time when the 2018-19 LCAP was being written, AP exam results were not made available to the district until July of 2019. Of 552 students who participated in AP testing in 2017-18, 201 passed one or more exams - that is approximately 36%. The expectation is to increase the percent of students who passed the AP exam with a score of 3 or higher.</p>
<p>Early Assessment Program (EAP) Percent of students who are ready for English and/or mathematics college-level coursework (Formula: number of students who scored 'Standard Exceeded' divided by total test takers in 11th grade)</p> <p>ELA: 17% (+2%)</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session and SBAC performance results are not typically made available to the district until July of 2019. In 2017-18 the following results were achieved: ELA: 10.14% and Math: 2.62%. The expectation is to increase the percent of students who scored 'Standard Exceeded in 11th grade.</p>

<p>Math: 8% (+2%)</p> <p>SSI Projection for 2017-18 school year: ELA: 13% (Not Met) Math: 8% (Met)</p>	
<p>Postsecondary Enrollment % of graduates who enroll in a postsecondary education</p> <p>67.3% (+5%) (lags 1 year)</p> <p>Actual: 68.6% for 2016-17</p>	<p>70.27% or 733 out of 1043 graduates enrolled in college at any time during the first year after high school in 2017-18.</p>
<p>FAFSA Completion Rate % of 12th grade students who completed the FAFSA</p> <p>Original: 76.6% (+5%) Modified: 70.6% (+2%)</p> <p>Modified: 68.6% (+2%) 2017-18 Actual: 68.6%</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date percentage of 12th grade students who completed the FAFSA 61.14%</p>
<p>SAT Participation Number of students who took the SAT</p> <p>Original: 450 students (+50) Modified: 95% of 11th Grade Population</p> <p>Modified: 95% of 11th Grade Population</p> <p>Actual: approx. 1,273</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 11th grade participation is 64.47% or 1045 students</p>
<p>SAT Scores Number of students who scored 1,000 or higher on the SAT</p> <p>225 students or 50% (+5%)</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 23.06% or 328 students scored 1,000 or higher on the SAT</p>
<p>Graduation Rate Percent of students who graduated based on four-year graduation cohort. Based on the criteria provided by the California Dashboard, the graduation rate does not include alternative high schools.</p> <p>Maintain (lags 1 year)</p> <p>94.5% graduation rate in 2015-16</p>	<p>The district had a 91.3% graduation rate in 2017-18 (District graduation rates include the DASS (Alternative High School) graduation rate for the first time. The prior graduation rates within the dashboard did not include DASS schools)</p>
<p>High School Dropout Rate Percent of students in grades 9-12 who dropped out of school</p> <p>Original: 7% Modified: Decrease</p> <p>The district had a 1.3% dropout rate for the 2015-16 school year</p>	<p>The district had a 5.5% dropout rate for the 2017-18 school year</p>

<p>1 or More Ds or Fs on Report Card Number of students in grades 2-12</p> <p>Original: 9000 students Modified: Decrease</p> <p>Actual: 8880 students 2017-18</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 8025 students have received 1 or more Ds or Fs on their report card, with the final quarter (2-8) and semester (9-12) remaining</p>
<p>CAASPP ELA DF3 Average distance from the minimum scale score needed to achieve level 3 in ELA</p> <p>-20 points away from level 3 [YELLOW] (+15)</p> <p>-45.8 points away from level 3 [YELLOW] 2016-17</p> <p>Projection: -29.9 points away from level 3 [YELLOW] (+15.9)</p> <p>This is based on our projection model - the Student Success Indicator (SSI) - 2017-18</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session and SBAC performance results are not typically made available to the district until July of 2019. In 2017-18 the following results were achieved, -43.1 points away from level 3, achieving [ORANGE] performance level on the CA School Dashboard</p>
<p>CAASPP Math DF3 Average distance from the minimum scale score needed to achieve level 3 in Math</p> <p>-50 points away from level 3 [YELLOW] (+15)</p> <p>Projection: -40.5 points away from level 3 [YELLOW] (+32.5)</p> <p>This is based on our projection model - the Student Success Indicator (SSI) 2017-18</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session and SBAC performance results are not typically made available to the district until July of 2019. In 2017-18 the following results were achieved, -74.2 points away from level 3, achieving [ORANGE] performance level on the CA School Dashboard</p>
<p>CAST (Science) Baseline Required</p>	<p>At the time when the 2018-19 LCAP was being written, the CAST results were not yet available, still pending baseline data</p>
<p>Scholastic Guided Reading Assessment Percent of students in grades K-2 who are reading at grade level</p> <p>60% of students will be reading at grade level (+5%)</p>	<p>At the time when the 2018-19 LCAP was being written, the most recent results for 2018-19 was the winter assessment which showed 48.39% of students met their respective grade level reading proficient cut-points, the end of year results are historically higher</p>
<p>Scholastic Reading Inventory Percent of students in grades 3-6 who are proficient or advanced</p> <p>40% of students will be reading at a proficient or advanced level (+5%)</p> <p>2017-18 Projection: 36% (based on historical data); pending official results</p>	<p>26% of 3-6 students were reading at a proficient or advanced level on the final test administration of 2018-19</p>
<p>Local Interim Assessment - ELA Percent of students in grades 2-11 who met or exceeded the standard on the post-assessment</p>	<p>At the time when the 2018-19 LCAP was being written, the most recent results for 2018-19 was the winter assessment which showed 31.8% of students in grades 2-12 scoring above</p>

<p>Local Interim Assessment Retired during the 2017-18 school year</p> <p>2017-18 New - NWEA Map Growth Assessment - ELA Percent of students in grades 3-11 above the national norm</p> <p>Actual 2017-18 results from the winter assessment showed 27.6% of students in grades 3-11 scoring above the national norm in English language arts</p>	<p>the national norm in English language arts, the end of year results are historically higher</p>
<p>Local Interim Assessment - Math Percent of students in grades 2-11 who met or exceeded the standard on the post-assessment</p> <p>Original: 40% of students in grades 2-8 and 11 will meet or exceed the standard on the local math interim assessment (+5%)</p> <p>Modified: Increase</p> <p>2017-18 New - NWEA Map Growth Assessment - Math Percent of students in grades 3-11 above the national norm</p> <p>Actual 2017-18 : Results from the winter assessment showed 22.8% of students in grades 3-11 scoring above the national norm in mathematics</p>	<p>At the time when the 2018-19 LCAP was being written, the most recent results for 2018-19 was the winter assessment which showed 22.1% of students in grades 1-12 scoring above the national norm in English language arts, the end of year results are historically higher</p>
<p>English Learner Progress Indicator Percent of English Learners making progress toward language proficiency plus those reclassified in the prior year.</p> <p>Original: TBD - ELPAC</p> <p>Modified: Increase</p> <p>2016-17 69.4% of English Learner students demonstrated progress toward English language proficiency as measured by CELDT and reclassification.</p>	<p>At the time when the 2018-19 LCAP was being written, the 2018-19 ELPAC results were not yet available. On the 2017-18 ELPAC, 64.2% of English Learner students scored a level 4 or level 3 (Well Developed, Moderately Developed)</p>
<p>LTEL Rate Percent of students who are considered long-term English Learners</p> <p>Original: 10.0% of English learner students in grades 6-12 (-2%)</p> <p>Modified: Decrease</p> <p>2016-17 14.0% (897/6389) of English learner students in grades 6-12</p> <p>2017-18 Actual: 15% (973 out of 6449)</p>	<p>At the time when the 2018-19 LCAP was being written 29.04% or 1478 out of 5090 students were considered long-term English Learners</p>
<p>Reclassification Rate Percent of English Learners who were reclassified as fluent English proficient</p>	<p>The 2018-19 CDE reported reclassification rate was 10% or 642 students</p>

<p>15% (+2%)</p> <p>Modified: Increase</p> <p>2017-18</p> <p>Actual: 10% (638 students)</p>	
<p>Standards-aligned Instructional Materials</p> <p>All students will have the availability of standards aligned instructional materials</p> <p>100% of students will be served</p>	<p>100% of students were served the availability of standards aligned instructional material in 2018-19</p>
<p>Broad Course of Study</p> <p>All students will have access to a broad course of study</p> <p>100% of students will be served</p>	<p>100% of students were served with access to a broad course of study in 2018-19</p>

Action 1A.1 Implementation of College and Career Readiness Initiatives

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> Increase access to rigorous academic programs Implementation of Career Pathways Targeted Professional Development for CTE Teachers Future career opportunities and Career awareness exposure in the elementary years Paid Student Internship Opportunities Explore transportation options for students to take part in paid student internship opportunities Maintain Madera Unified Online Course Guide Development and implementation of 	<ol style="list-style-type: none"> The status of this action is full implementation - Increase access to rigorous academic programs. The status of this action is full implementation - Implementation of Career Pathways The status of this action is partial implementation - Targeted Professional Development for CTE Teachers. Rationale: We held 1 targeted day for teachers each semester to bring professional development to the most needed areas for our CTE Teachers. We are planning on a 3 Day Intensive Project Based Learning Training at the end of July to provide additional supports. Each teacher completed 20 hours of externship this school year. Teachers were approved to attend conferences that applied to their career pathway. The status of this action is full implementation - Future career opportunities and Career awareness exposure in the elementary years. Rationale: Currently 85% of our 6th grade teachers are using the career exploration curriculum with fidelity. Oversight, messaging, demonstrations and assistance has been offered and provided throughout the year. The status of this action is revised implementation - Paid Student Internship Opportunities. Rationale: We had requested last year that this be changed to Increase Opportunities for Work Based Learning, as internships are just one important component to Work Based Learning and increasing Work Based Learning all around is more important. The status of this action is partial implementation - Explore transportation options for students to take part in paid student internship opportunities. Rationale: New 	<p>LCFF Base: \$3,373,037</p> <p>LCFF S/C: \$1,545,094</p> <p>Restricted: \$3,441,795</p>	<p>LCFF Base: \$3,389,358</p> <p>LCFF S/C: \$1,555,409</p> <p>Restricted: \$4,871,739</p>

<p>Counselor Handbook</p> <p>9. PSAT for grades 8-9, NMSQT for grades 10 and 11 and SAT for grade 11</p> <p>10. Complete college applications</p> <p>11. Pilot personalized learning at select schools</p> <p> a. Virginia Lee Rose 6th grade team</p> <p> b. Furman Independent Study School</p> <p>12. Concurrent Enrollment Middle School planning and implementation</p> <p>13. Service Learning Pilot</p> <p>14. Dual Language Instruction (DLI)</p> <p>15. Expand and implement a district grading task force to improve inconsistent teacher grading practices which will present the students mastery of courses taken</p> <p>16. Development of an accelerated learners program for Madera Unified students</p> <p>17. Leverage the Student Success Indicator (SSI) for correct math course placement</p>	<p>bus lines through MAX can be utilized and 2 CTE vans are being used for community classroom at partners sites</p> <p>7. The status of this action is full implementation - Maintain Madera Unified Online Course Guide.</p> <p>8. The status of this action is no implementation - Development and implementation of Counselor Handbook. Rationale: We need a better plan for the shared responsibilities at a site and district level.</p> <p>9. The status of this action is full implementation - PSAT for grades 8-9, NMSQT for grades 10 and 11 and SAT for grade 11. Rationale: Full Implementation for grades 9-11, through SAT school day (One testing day in Fall, one testing day in Spring. Revised Implementation: Not given at the grade 8 level</p> <p>10. Complete college applications</p> <p>11. The status of this action is revised implementation - Pilot personalized learning at select schools</p> <p> a. Virginia Lee Rose 6th grade team</p> <p> b. Furman Independent Study School</p> <p> c. Rationale: Revised Implementation-Online content is not approved nor aligned with the CA State standards. Utilized as supplemental to the core program in grade 6.</p> <p>12. The status of this action is partial implementation - Concurrent Enrollment Middle School planning and implementation. Rationale: Concurrent Middle School is in the planning phase, the principal has been hired as of July 1st, 2019. 18 teachers will be hired to participate in the design of curriculum</p> <p>13. The status of this action is no implementation - Service Learning Pilot.</p> <p>14. The status of this action is partial implementation - Dual Language Instruction (DLI). Rationale: Currently in the development stages. K-12 Pathway has been created and included in DLI Master Plan.</p> <p>15. The status of this action is partial implementation - Expand and implement a district grading task force to improve inconsistent teacher grading practices which will present the students mastery of courses taken. Rationale: Mastery Grading task force is drafting proposed revisions to BP/AR 5121 to support mastery grading at school sites.</p> <p>16. The status of this action is partial implementation - Development of an accelerated learners program for Madera Unified students. Rationale: Planning is in the works for enhancing accelerated learner opportunities to begin in August of 2019.</p> <p>17. The status of this action is full implementation - Leverage the Student Success Indicator (SSI) for correct math course placement</p>		
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Action 1A.2 Upgrade and Modernization of Technology

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Research and develop a system to track and evaluate the cost of maintaining a large fleet of devices.</p> <p>2. Research ways to provide students the ability to take home devices and access curriculum and instruction content from home.</p> <p>3. Develop modernized Standard Operating Procedures for MUSD Information Technology systems and provide recommendations to the Board of Trustees for modification to pertinent administrative regulations to insure that the core components of these SOPs are institutionalized within the daily operations of the school district.</p> <p>4. Upgrade and modernize classroom display technology throughout school district.</p>	<p>1. The status of this action is partial implementation - Research and develop a system to track and evaluate the cost of maintaining a large fleet of devices. Rationale: Change of fleet device purchasing moved from fixed asset purchasing to a lease model. As part of the lease contract, access to an online portal with inventory management is provided to assist in projecting recurring costs and future costs. IT and BO has not adopted the use of this system in business processes at this point - only for ancillary planning purposes.</p> <p>2. The status of this action is partial implementation - Research ways to provide students the ability to take home devices and access curriculum and instruction content from home. Rationale: Conducted and presented preliminary research around Cellular spectrum owned by MUSD to Superintendent and SEC. Provided information on the spectrum and technical possibilities along with some implementation costs.</p> <p>3. The status of this action is partial implementation - Develop modernized Standard Operating Procedures for MUSD Information Technology systems and provide recommendations to the Board of Trustees for modification to pertinent administrative regulations to insure that the core components of these SOPs are institutionalized within the daily operations of the school district. Rationale: Implemented SOP around backup and data recovery for district IT systems. This SOP has been fully implemented within the IT department. It has not been formalized in AR and next steps would be to provide recommendations to the board of trustees.</p> <p>4. The status of this action is partial implementation - Upgrade and modernize classroom display technology throughout school district. Rationale: 98 Interactive touch screen displays have been deployed to 5th and 6th grade classrooms to replace Promethean ActivPanels. Secondary ELA classrooms will receive displays over the summer break and 3rd-4th grade will receive displays next school year.</p>	<p>LCFF Base: \$1,274,538</p> <p>LCFF S/C: \$581,878</p> <p>Restricted: \$233,561</p>	<p>LCFF Base: \$1,305,287</p> <p>LCFF S/C: \$557,188</p> <p>Restricted: \$276,280</p>

Action 1A.3 Continue Expansion and Improvements to Arts, Music and Athletics Programs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Visual and Performing Arts (VAPA) programs are offered in K-12. Programs include orchestra, strings, marching, jazz, theatre, and art 2. Athletics - MULES, competitive levels, B-teams, district championships, and professional development for MULES coaches 3. Promote the successes of VAPA and Athletics 4. Improved process for evaluation of athletic coaches 5. Improved monitoring of student academic progress towards graduation 6. Develop a MULES committee to improve the efficiency, effectiveness and coordination of the elementary athletics programs 7. Implementation of Madera - UNIFIED teams in the sports of soccer, basketball and track and field. <ol style="list-style-type: none"> a. UNIFIED teams is an athletic team made up of a combination of UNIFIED Athlete (students with special needs) and UNIFIED partners (general education students) 8. Development of athletic vision for Madera Unified athletics 	<ol style="list-style-type: none"> 1. The status of this action is full implementation - Visual and Performing Arts (VAPA) programs are offered in K-12. Programs include orchestra, strings, marching, jazz, theatre, and art 2. The status of this action is full implementation - Athletics - MULES, competitive levels, B-teams, district championships, and professional development for MULES coaches 3. The status of this action is full implementation - Promote the successes of VAPA and Athletics 4. The status of this action is partial implementation - Improved process for evaluation of athletic coaches. Rationale: Staff evaluates coaches after each season. Staff still needs to re-evaluate the tool used to make sure it is meeting our needs. 5. Improved monitoring of student academic progress towards graduation 6. The status of this action is full implementation - Develop a MULES committee to improve the efficiency, effectiveness and coordination of the elementary athletics programs 7. The status of this action is partial implementation - Implementation of Madera - UNIFIED teams in the sports of soccer, basketball and track and field. <ol style="list-style-type: none"> a. UNIFIED teams is an athletic team made up of a combination of UNIFIED Athlete (students with special needs) and UNIFIED partners (general education students) b. Rationale: Staff has the current program in full implementation but has marked partial because we would like to see continued growth. Staff would like to implement Unified Cheer, Unified Bowling, Unified PE, Unified Leadership as we continue to work towards inclusion throughout our schools. 8. The status of this action is partial implementation - Development of athletic vision for Madera Unified athletics. Rationale: Vision in athletics is a working document. We have the vision of providing high quality instruction and skill development through transformation coaches to all of our students. 	<p>LCFF Base: \$3,876,106</p> <p>LCFF S/C: \$3,949,696</p> <p>Restricted: \$3,491,094</p>	<p>LCFF Base: \$4,090,041</p> <p>LCFF S/C: \$4,042,625</p> <p>Restricted: \$3,163,261</p>

Action 1A.4 Implementation of Early Learning Intervention

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Implementation of Pre-K, Transitional Kindergarten and Kindergarten to 3rd grade programs and initiatives 2. Fully staff the school sites across the district and hire additional primary literacy support specialist to total 30 district wide. 3. Focus district support on the implementation of the most effectiveness literacy programs to support early literacy of students. 4. Preschool Aides hours increased from three hours per day to three and a half hours per day. 	<ol style="list-style-type: none"> 1. The status of this action is full implementation - Implementation of Pre-K, Transitional Kindergarten and Kindergarten to 3rd grade programs and initiatives. Rationale: PLSS, & Site C&I TSAs provide training, coaching, & support to TK-Grade 3 teachers in literacy instruction. DAC's provide training & support to the PLSS and C&I TSAs. Preschool Director, C&I and RtI TSAs provide training, coaching & support to State Preschool teachers and Classroom Aides in Early Learning Intervention 2. The status of this action is partial implementation - Fully staff the school sites across the district and hire additional primary literacy support specialist to total 30 district wide. Rationale: 27 of 30 Primary Literacy Support Specialists have been hired and deployed to school sites. Not all vacancies were filled due to a lack of qualified applicants. 3. The status of this action is partial implementation - Focus district support on the implementation of the most effectiveness literacy programs to support early literacy of students. Rationale: Intensive training and calibration of Primary Literacy Support Specialists' instructional and coaching practices through coursework. Early Literacy plan in development. 4. The status of this action is full implementation - Preschool Aides hours increased from three hours per day to three and a half hours per day. Rationale: 41 Classroom Aide-Preschool positions at three and a half hours per day currently employed for the State Preschool Program. 	<p>LCFF Base: \$3,193,798</p> <p>LCFF S/C: \$355,564</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$4,066,404</p> <p>LCFF S/C: \$285,277</p> <p>Restricted: \$1,000,000</p>

Action 1A.5 Maintain and Increase Extended Learning Opportunities for Students

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Summer school will be open to incoming 1 through 6 grade students 2. After School program will be available for elementary summer school students 3. All middle schools will offer summer school to incoming 7-8 grade 	<ol style="list-style-type: none"> 1. The status of this action is partial implementation - Summer school will be open to incoming 1 through 6 grade students. Rationale: Summer school was available to 9 of the 18 elementary schools. each of these sites received grant money for extended learning. 2. The status of this action is no implementation - Afterschool program will be available for elementary summer school students. Rationale: The Afterschool program was not offered to the elementary summer school students. 	<p>LCFF Base: \$54,804</p> <p>LCFF S/C: \$2,342,465</p> <p>Restricted: \$4,187,220</p>	<p>LCFF Base: \$54,888</p> <p>LCFF S/C: \$6,306,101</p> <p>Restricted: \$2,825,867</p>

<p>students</p> <ol style="list-style-type: none"> 4. High school programs will offer summer school to incoming 9-12 grade students 5. Explore the opportunity to provide summer bridge programs to 6 grade students moving to 7th grade and 8th grade students moving into 9th grade 6. Research and implement programs to enhance student success in PSAT, SAT and ACT 7. Middle school summer school programs are piloting interdisciplinary curriculum through themed based curriculum 	<ol style="list-style-type: none"> 3. The status of this action is full implementation - All middle schools will offer summer school to incoming 7-8 grade students. Rationale: Summer school was available to all 3 comprehensive middle schools. In addition to traditional course offerings, AVID Excel Summer Bridge programs were offered for LTEL students enrolled in Excel. 4. The status of this action is full implementation - High school programs will offer summer school to incoming 9-12 grade students. Rationale: Summer school was available to all students 9-12 housed at MSHS. Credit recovery and original credit, mainly through History, was offered to students. 5. The status of this action is a revised implementation - Explore the opportunity to provide summer bridge programs to 6 grade students moving to 7th grade and 8th grade students moving into 9th grade Rationale: Summer bridge program only includes the opportunity for 6th graders to attend summer school at middle school for remediation or enrichment and 8th grade students to attend summer school at high school for original credit. 6. Research and implement programs to enhance students' success in PSAT, SAT and ACT 7. The status of this action is full implementation - Middle school summer school programs are piloting interdisciplinary curriculum through themed based curriculum. 		
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Action 1A.6 Implementation of Site-specific Intervention Budget

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Improve student academic performance by coordinating all educational services and resources 2. To improve the effectiveness of the RTI TSAs, the district needs to identify standardized district progress monitoring tools to ensure consistency across the district. 3. Explore ways to blend Multi-tiered System of Support (MTSS) with current RtI process to improve student academic achievement. 	<ol style="list-style-type: none"> 1. The status of this action is no implementation - Improve student academic performance by coordinating all educational services and resources. Rationale: Intervention services have been directed and coordinated at the site level thus resulting in non-standardization of services across the district. 2. The status of this action is no implementation - To improve the effectiveness of the RTI TSAs, the district needs to identify standardized district progress monitoring tools to ensure consistency across the district. Rationale: A standardized progress monitoring tool has not been identified. 3. The status of this action is no implementation - Explore ways to blend Multi-tiered System of Support (MTSS) with current RtI process to improve student academic achievement. MTSS this year has focused upon implementation of social emotional and behavioral screening and interventions. Academic RTI has not yet begun. 	<p>LCFF Base: \$20,000</p> <p>LCFF S/C: \$0</p> <p>Restricted: \$1,060,361</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$0</p> <p>Restricted: \$970,972</p>

Action 1B.1 Support all English learners in attaining English language proficiency and mastery of the Core Content Standards

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Implement a high-quality comprehensive program for English learners that includes the following:</p> <ul style="list-style-type: none"> ● Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. ● Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development. ● Implement an instructional monitoring system that 	<p>1. The status of this action is partial implementation - Implement a high-quality comprehensive program for English learners that includes the following:</p> <ul style="list-style-type: none"> ● Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. Rationale: <ul style="list-style-type: none"> ○ This action was completed. At the elementary level, Professional Development was provided to all teachers on the following topics: Language Matrix refresher, ELD Lesson Mapping Template, Lesson Analysis using the ELD Mapping Template, Instructional Implications for ELPAC, and 15-day Plan ELD focused. High Leverage Instructional strategies for English Learners were woven into each presentation. The District Academic Coach team explicitly addressed instructional strategies that support language development of English learners in every professional learning session presented in Reading/Language Arts, Mathematics, & Science. In addition, professional learning sessions specific to Academic Talk in the Content Areas and Number Talks in Mathematics and were provided upon principal request. ○ At the secondary level, Professional Development was provided to Designated ELD teachers on the following topics: ELD Standards, MUSD EL Principles, ELPAC Instructional Implications, Language Matrix and Literacy. High Leverage Instructional strategies for English Learners were woven into each presentation (i.e. Kagen strategies, scaffolds, language supports, collaborative grouping and Academic conversations structures). ● Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development. Rational: <ul style="list-style-type: none"> ○ At the elementary level, C&I and PLSS TSAs have received the following PD trainings: 1) Language Matrix Follow-up PD, 2) ELD Lesson Mapping Template Training, 3) Lesson Analysis using the ELD Lesson Mapping Template, 4) Instructional Implications for the ELPAC, & 5) Creating a sense of Urgency for English Learner Excellence (Part 1). ○ At the secondary level, Professional Development to support the use of supplementary materials (English 3D and Top Notch) was provided to Designated ELD teachers. ELD scaffolds and strategies were woven into each training. There was no specific training for the core material since we are in year 3 of the core program. 	<p>LCFF Base: \$3,414,432 LCFF S/C: \$1,589,953 Restricted: \$843,319</p>	<p>LCFF Base: \$3,857,523 LCFF S/C: \$1,403,028 Restricted: \$4,545,054</p>

<p>includes tools which measure English learner academic progress and the effectiveness of teaching and learning in the classroom</p> <ul style="list-style-type: none"> • Research effective instructional models and programs • Implementation of an English Learner Task Force • Intensive PD in content and structure of the ELPAC 	<ul style="list-style-type: none"> • Implement an instructional monitoring system that includes tools which measure English learner academic progress and the effectiveness of teaching and learning in the classroom. Rationale: <ul style="list-style-type: none"> ○ This Action was partially implemented. ○ The Language Matrix tool was used to monitor student progress on Language Acquisition on a quarterly basis in the areas of Listening and Speaking. It is an observational tool to be completed by each teacher. It is also a measure used for reclassification in grades K-12. ○ The follow up monitoring tool is used for reclassified students. Reclassified students are monitored at 6, 12, 24 and 48 months to ensure continued academic progress. If indicators show a regression, then an intervention is immediately put in place to support the student. Students are monitored for 4 years. ○ The LTEL monitoring tool has not been implemented. ○ Academic Achievement Form (Goal setting) • Research effective instructional models and programs. Rationale: <ul style="list-style-type: none"> ○ This action was partially completed. Research and instructional models continue to be researched to use for English Learners at the elementary and secondary levels. ○ The DLI program is in year 2 of implementation at Madison Elementary with Kinder and 1st grade. Next year it will move up to 2nd grade. A DLI Master plan has been created to serve as a roadmap for K-12. • Implementation of an English Learner Task Force. Rationale: <ul style="list-style-type: none"> ○ This action was partially implemented. An English Learner Task Force was created to support in the implementation of the English Learner Master Plan. A lot of work has taken place to create the EL Master Plan. The next phase is for stakeholders to clearly understand the goals and actions needed to take to ensure that goals are attained. • Intensive PD in content and structure of the ELPAC. Rationale: <ul style="list-style-type: none"> ○ Elementary teachers and Secondary Designated ELD teachers were provided with Professional Development on Instructional Implications in preparing students for the ELPAC. 		
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Action 1B.2 Maintain and Expand Educational Services to Special Education Students

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Increase services for special education students. Our Special Ed	1. The status of this action is full implementation - Increase services for special education students. Our Special Ed population is approx. 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentration funds support the Special Ed program and have increased and improved	LCFF Base: \$0 LCFF S/C: \$13,656,031	LCFF Base: \$1,130,487

<p>population is approx. 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentration funds support the Special Ed program and have increased and improved services to this population.</p> <ol style="list-style-type: none"> 2. Provide necessary staff development for teachers 3. Improve coordination between special education teachers and general education teacher. 4. Implement recommendation from outside expert consultant on how to structure the special education department to improve educational services to students 5. Increase the number of students with disabilities who are educated in the least restrictive environment. 6. Increase the scaled score of the students with disabilities performing in the Standards Not Met range on the English Language Arts 	<p>services to this population.</p> <ol style="list-style-type: none"> 2. The status of this action is full implementation - Provided necessary staff development for teachers. 3. The status of this action is full implementation - Improved coordination between special education teachers and general education teacher. 4. The status of this action is full implementation - Implement recommendations from outside expert consultant on how to structure the special education department to improve educational services to students. Rationale: The Office of Special Services contracted with WestEd, an outside consultant with the intention on how to structure and improved education to students with disabilities (SWD's). WestEd focused on and made recommendations around five central themes. Theme 1: Structure and Enrollment. The District's Students with Disabilities (SWD's) have grown faster than the overall District population. WestEd attributes the growth to over qualification of students. Recommendation: disaggregate data to determine the source of referral, eligibility, and percentage of SWD's by site. Theme 2: Program Operations. Recommendation: create a teacher handbook. Theme 3: Program and Placement of Students with Disabilities. Recommendation: The District should establish a Multi-Tiered Systems of Supports (MTSS). Theme 4: Professional Development. Recommendation: provide systematic professional development. Theme 5: Culture and Climate. WestEd identified that there may be a lack of ownership of SWD's across the district, past the special education department. Recommendation: Special Education staff continue to work closely with school site staff to build and strengthen a shared responsibility of all students. The Special Services Department is continuing to implement recommendations from WestEd based on the 5 identified themes. 5. The status of this action is partial implementation - Increase the number of students with disabilities who are educated in the least restrictive environment. For the purposes of Special Education compliance and monitoring, The California Department of Education reviews data submitted by districts across the state to determine each local education agency (LEA) performance of each of the State Performance Plan Indicators (SPPIs). One of the indicators reviews the amount of time a student with a disability spends in the least restrictive environment. The least restrictive environment (LRE) is defined as the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with 	<p>Restricted: \$16,460,783</p>	<p>LCFF S/C: \$4,181,719 Restricted: \$17,204,747</p>
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and Math CAASPP.	<p>supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.]. The state’s target for meeting the indicator is that students with disabilities should be in the general education environment at least 80% of their day. Currently, the Local Education Agency (LEA), Madera Unified, reports data on about 1,800 students with an IEP. Approximately 70% of the 1,800 reported students, spend at least, if not more, than 80 percent of their school day being educated alongside their peers without disabilities.</p> <p>6. The status of this action is partial implementation - Increase the scaled score of the students with disabilities performing in the Standards Not Met range on the English Language Arts and Math CAASPP. When this subaction was developed, scale scores from 2018 were considered baseline; scale scores from 2019 assessment have not yet been completed to compare growth/progress.</p>		
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Action 1B.3 Continue Reducing the Average Class Size

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. District plans to construct a new high school 2. District plans to construct a concurrent enrollment middle school 3. Maintain class size reduction within grade 4 across district 	<ol style="list-style-type: none"> 1. The status of this action is full implementation - District is currently constructing a new high school 2. The status of this action is full implementation - District plans to construct a concurrent enrollment middle school 3. The status of this action is full implementation - Maintained class size reduction within grade 4 across district 	<p>LCFF Base: \$290,579</p> <p>LCFF S/C: \$5,881,506</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$6,649,569</p> <p>LCFF S/C: \$7,260,000</p> <p>Restricted: \$0</p>

Analysis for Goal 1

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Action 1A.1 Implementation of College and Career Readiness Initiatives**
 - Rating: Strong Implementation
 - Rationale:
 - There are clearly defined goals that are measured regularly and data is collected to evaluate effectiveness. The plan for implementation is evaluated by the district advisory which is made up of industry professionals, based on federal guidelines. More than doubled the number of sections of Dual Enrollment at 2 high schools, additional A-G approvals, increased students in CTE pathways, added 6th grade career awareness curriculum. CTE courses receiving honors designation with UC. Students have opportunities to gain industry recognized certifications. We will continue to expand and add more sections of Dual Enrollment in future years.

- **Action 1a.5: Maintain and increase extended learning opportunities for students**

- Rating: Moderate Implementation

- Rationale:

- Summer bridge program only includes the opportunity for 6th graders to attend summer school at middle school for remediation or enrichment and 8th grade students to attend summer school at high school for original credit.
- Each middle school implemented summer school sessions where all sixth grade students were welcomed to attend for remediation or enrichment. High School summer school was held at MSHS where all ninth grade students were welcomed to attend for original credit courses.
- Summer school was available to all students 9-12 housed at MSHS. Credit recovery and original credit, mainly through History, was offered to students.
- Student enrollment exceeded the capacity available based on teacher/section availability.
- Summer school was available to all 3 comprehensive middle schools. In addition to traditional course offerings, AVID Excel Summer Bridge programs were offered for LTEL students enrolled in Excel.
 - This was the first year of a wholly interdisciplinary curriculum to increase summer school engagement for students.

- **Action 1a.6: Implementation of Site Specific Intervention Budget**

- Rating: Limited Implementation

- Rationale:

- Intervention services have been directed and coordinated at the site level thus resulting in non-standardization of services across the district.

- **Action 1b.1: Support all English Learners in obtaining English language proficiency and mastery of the core content standards**

- Rating: Strong Implementation

- Rationale:

- In the secondary level, Designated ELD teachers got target PD to support English Learner. However, there is still a need for professional Development in Integrated ELD for all secondary teachers with English Learners. After a PD is held, district Academic coach and coordinator with site administrators do site visits to look for evidence of strategies learned from the PDs. There is some evidence of strategies being transferred to the instruction. There is a need for some sites to have a TSA that specifically work with ELD teachers to coach and support teacher to imbed the PD learning in the instruction.
- Based on site visit observations to measure the level of implementation in Designated and Integrated ELD, more in depth work in the area of clear learning Intentions and the effective use of the Core ELD program are in need of vast improvement
- At the secondary level, Top Notch and English 3D have been researched and purchased for use in ELD as a supplemental material. Currently, the American Reading Company has been board approved as a supplemental program for a summer pilot in elementary and potentially in a secondary school.
- The purpose of the ARC program pilot is to address the visible lack of solid foundational reading skills (Part III of the ELD Standards) with our LTEL students. ARC is a literacy development program.
- The DLI Program will continue to move a grade level until it reaches 12th grade.

- **Action 1b.2: Maintain and Expand Educational Services to Special Education Students**

- Rating: Strong Implementation

- Rationale:

- The Special Services Department continues to provide opportunities for articulation for MUSD teachers. Professional Development is offered twice yearly for both new and veteran special education teachers in the fall and spring. Topics include changes in legislation, best practices, as well as topics requested by teachers. Each week, special education administration hosts an IEP support session for both new and veteran special education teachers. Throughout this time, teachers may bring

in current IEP's they are working on to get assistance on how to write legally defensible IEP's. Teachers may also come to the sessions to receive support on classroom management, inclusive education, best practices for instruction and any other day-to-day matters in which they feel that they need support.

- **Action 1b.3: Continue reducing the average class size**
 - Rating: Full Implementation
 - Rationale:
 - All 4th grade classes are staffed at 30 to 1 ratio

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **Action 1A.1 Implementation of College and Career Readiness Initiatives (change in action and/or services; refer to page 75)**
 - Rating: Good
 - Rationale:
 - Madera Unified now offers 27 sections of Dual Enrollment classes for our students this is up from 3 sections when we started in 2015-2016. Students in these courses must meet or exceed the rigor set forth by the Community College.
 - The current CTE pathways are operating in accordance to all federal guidelines and meeting the goals set by district advisory.
 - The training that was done this year has helped improve our CTE pathways based on data from Precision Exams. However more will continue to be done. The concurrent middle school plans are coming along. We'll see more activity about this task next fiscal year.
- **Action 1A.2 Upgrade and Modernization of Technology**
 - Rating: Good
 - Rationale:
 - Clear outcomes and results exist, we would like to speed up the results
- **Action 1a.3: Continue Expansion and Improvements to Arts, Music and Athletics Programs**
 - Rating: Good
 - Rationale:
 - District Athletics provides programs that are in a constant process of growth. Each season we are trying to find ways to make our programs and opportunities better for our students. Staff will continue to find ways to develop the skills necessary to compete at the highest levels.
 - The MULES Committee has allowed those who participate a voice which has created by in. This has made the overall experience for our students a more positive and rewarding one.
 - Unified sports has been the most effective program we have implemented in athletics in the last 5 years. Inclusion has taught patience, guidance, leadership and friendship opportunities for our students.
 - Initially, the Mariachi Program was implemented as a lunchtime class. 2019-20 school year the class will be an official Madera Unified course. Madera Unified Honor Concert first began as an elementary and middle school band concert. Currently, it has grown to include: Orchestra, Elementary and Middle School Band, Middle School Jazz Band and HS Band. Student Musicians and artists display and perform yearly at the We Believe Conference; Music students participate in individual and group competitions. Participation rates and acceptance rates in competition ensembles continue to increase each year.
 - VAPA is a robust programs that serves all schools in many of the arts. It continues to expand every year providing additional opportunities K-12.

- **Action 1a.4: Implementation of Early Learning Intervention (change in action and/or services; refer to page 79)**
 - Rating: Good
 - Rationale:
 - Clear measurable outcomes exist and results are monitored frequently. However not all sites are implementing the model as intended resulting in a lack of progress in student literacy achievement, thus the return on investment is not optimal.
 - The 10-week Reading Academy training attended by each PLSS will serve as the research foundation in supporting the implementation of effective literacy instruction. A strategic plan for each site will be developed based on the needs of the students and teachers.
- **Action 1a.5: Maintain and increase extended learning opportunities for students**
 - Rating: Good
 - Rationale:
 - Student success on credit recovery and original credit met expectations. Teachers were given the opportunity to extend their contract in order to facilitate the completion of original credit for students who did not complete this during the summer window.
 - A total of 101 8th grade students completed the high school summer school session earning original credit in either Spanish or Art 1. A total of 158 6th grade students attended summer school at one of the three middle schools to take either remediation or enrichment courses.
 - Finding teachers to teach summer school is hard based on the availability of regular school staff. There is a high amount of teacher turnover each year. There is a core of teachers who teach summer school on a regular basis though. The level of implementation will improve as we continue to offer interdisciplinary curriculum during upcoming summer school sessions and train teachers on curriculum development.
- **Action 1a.6: Implementation of Site Specific Intervention Budget (change in action and/or services; refer to page 81)**
 - Rating: Fair
 - Rationale:
 - MTSS this year has focused upon implementation of social emotional and behavioral screening and interventions. Academic RTI has not yet begun.
- **Action 1b.1: Support all English Learners in obtaining English language proficiency and mastery of the core content standards**
 - Rating: Fair
 - Rationale:
 - We need to continue to work collaboratively and consistently with identified stakeholders so that we continue to implement the EL Master plan with fidelity. The L&L Department will be moving forward with the implementation of both the EL and DLI master plans. To fully implement both master plans as written, and provide the over 5,000 English Learners of MUSD with the support they need to obtain academic excellence, there is a sense of urgency to acquire additional staff. The growth of the DLI program in addition to the existing needs of the 18 elementary sites where the majority of the english learners are found, this additional staff would allow the Department to implement the academic, content, social and cultural needs to the highest standards necessary. Furthermore, the high number of LTELS found at the secondary level, with their own unique set of needs, also calls for support at each school site.
 - In the secondary level, intentional professional development in Integrated ELD is needed; The D-ELD professional development is not fully being transferred into the instruction as seen through site visits. The 5 Principles of Effective Professional Development are not being followed as intended.
- **Action 1b.2: Maintain and Expand Educational Services to Special Education Students (change in action and/or services; refer to page 84)**
 - Rating: Good
 - Rationale:

Goal 2 Data-Driven Professional Learning and Collaboration

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
<p>Teacher Survey Percent of staff who feel they are receiving satisfactory professional development for their current position</p> <p>Original: 82% Agree or Strongly Agree (+5%)</p> <p>Modified: Increase</p> <p>2017-18 Modified: Increase</p> <p>Actual: 78% Agree or Strongly Agree (538 out of 694, increased by 6%)</p>	<p>At the time when the 2018-19 LCAP was being written, the Teacher Survey had not been administered. It is expected to increase over the 2017-18 school year. Results will be available by July 2019.</p>
<p>Teacher Survey Percent of staff who feel they have the curriculum materials needed for the shift to common core standards</p> <p>Original: 79% Agree or Strongly Agree (+10%)</p> <p>Modified: Increase</p> <p>2017-18 Modified: Increase</p> <p>Actual: 60% Agree or Strongly Agree (418 out of 694, increased by 1%)</p>	<p>At the time when the 2018-19 LCAP was being written, the Teacher Survey had not been administered. It is expected to increase over the 2017-18 school year</p>
<p>Teacher Survey Percent of staff who feel that professional development has prepared them for the shifts to common core state standards</p> <p>Original: 80% Agree or Strongly Agree (+15%)</p> <p>Modified: Increase</p> <p>2017-18 Modified: Increase</p> <p>Actual: 57% Agree or Strongly Agree (396 out of 694, increased by 7%)</p>	<p>At the time when the 2018-19 LCAP was being written, the Teacher Survey had not been administered. It is expected to increase over the 2017-18 school year</p>
<p>Provided the SBE Adopted Academic Content and Performance Standards</p> <p>100% of students will be served</p>	<p>100% of students were served SBE adopted academic content and performance standards in 2018-19</p>

Action 2A.1 Continue Professional Development Related to Implementation of State Standards in ELA/ELD, Mathematics and Science

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support all students in attaining mastery of the Core Content Standards.</p> <ol style="list-style-type: none"> 1. Intentional professional development focusing on literacy and reading structures at all levels. 2. Provide training and support for the use of core and supplemental materials. 3. Provide professional development and instructional strategies to support struggling students, especially English learners and special education students. 4. Implement an instructional monitoring system which measures effectiveness of teaching and learning in the classroom. 5. Execute annual assessment and professional development calendars to support core content 	<p>Support all students in attaining mastery of the Core Content Standards.</p> <ol style="list-style-type: none"> 1. The status of this action is partial implementation - Intentional professional development focusing on literacy and reading structures at all levels. Rationale: The Primary Literacy Support Specialists participated in an intensive 10-week Reading Academy to establish foundational understanding of how reading and literacy skills are developed. DACs have supported the Primary Literacy Support Specialists building their knowledge, skills, and implementation ideas for early literacy skill development, specifically targeting struggling and EL students. The training has provided a common language, understanding, and expectation at every school site. Under the guidance of district leadership, the PLSS team will work to train teachers in a differentiated manner at their respective school sites beginning in the 2019-20 school year. In 2019-20, the reading/literacy training will expand to C&I TSAs and RtI TSAs based upon their job responsibilities. 2. The status of this action is full implementation - Provide training and support for the use of core and supplemental materials. Rationale: Every teacher in the district received training in the new core History/Social Science program prior to the start of the school year. In addition, the 15-day plan work in the area of mathematics provided teachers with time and support to fully explore and utilize the math core and supplemental resources available to them. Thirty-five teachers representing Grades K-6 received intensive CA NGSS training to prepare them to serve as the district Science Adoption Committee and evaluate new core Science materials. Secondary DACs and outside consultants have conducted professional learning in ELA/ELD, Math and Science to support standards implementation and standards transitions. 3. The status of this action is partial implementation - Provide professional development and instructional strategies to support struggling students, especially English learners and special education students. Rationale: The District Academic Coach team explicitly addressed instructional strategies that support integrated language development of English learners in every professional learning session presented in Reading/Language Arts, Mathematics, & Science. In addition, professional learning sessions specific to Academic Talk in the Content Areas and Number Talks in Mathematics were provided upon principal request. The PLSS team, guided by the DACs, has targeted areas 	<p>LCFF Base: \$4,009,071</p> <p>LCFF S/C: \$542,169</p> <p>Restricted: \$4,343,283</p>	<p>LCFF Base: \$3,101,462</p> <p>LCFF S/C: \$469,091</p> <p>Restricted: \$4,908,172</p>

<p>transitions, especially in transition to Integrated Math Pathways and NGSS.</p> <p>6. Research and evaluate alternative instructional models.</p> <p>7. Hire and utilize additional District Academic Coaches to develop and implement professional development</p> <p>8. Provide targeted, differentiated and ongoing professional development to newly hired teachers.</p> <p>9. Implement the 5 principles of effective professional development (see Appendix J)</p>	<p>of literacy content specific to each K-5 grade level, with particular attention given to skills needed by struggling students and ELs.</p> <p>Secondary Curriculum Design Teams and professional learning has specifically designed for and incorporated scaffolds for English Learners and SPED students.</p> <p>4. The status of this action is no implementation - Implement an instructional monitoring system which measures effectiveness of teaching and learning in the classroom.</p> <p>5. The status of this action is partial implementation - Execute annual assessment and professional development calendars to support core content transitions, especially in transition to Integrated Math Pathways and NGSS. Rationale: Elementary District Academic Coaches provided NGSS awareness training opportunities to all grade level teachers over the course of the year that were supported to varying degrees of implementation at the elementary sites based upon site administration requests. NGSS instructional materials adoption are in process 2018-19; professional development needs and next steps will be determined after this process is completed. District Assessment calendars outlined specific testing windows for all local and state level assessments. Secondary professional learning calendars were adapted at semester due to impact on teacher availability at the school sites. Integrated Math I and ELD professional learning continued, but other professional learning meetings were cancelled.</p> <p>6. The status of this action is partial implementation - Research and evaluate alternative instructional models. Rationale: DACs provided significant, on-going, year-long support in the implementation of a new instructional framework called the "15 Day Plan" in mathematics, using both core and district-provided (and research-supported) supplemental materials. All site C&I TSAs and some PLSS received explicit modeling and hands-on training opportunities for every site administrator to attend these sessions. Sites without C&I TSAs were given priority DAC support directly to classroom teachers upon administrator request. Implementation of specific methodologies for struggling students and ELs were encouraged, practiced, and supported at elementary sites to varying degrees based upon requests from site administration. Curriculum Design teams in Secondary intentionally design units of study around the new standards to support standards transition and implementation. Lesson cycles are designed to support the development of teaching pedagogy to support these transitions.</p> <p>7. The status of this action is partial implementation - Hire and utilize additional District Academic Coaches to develop and implement professional development. Rationale: At the Elementary Level, the District Academic Coach team had two vacancies due to the lack of qualified candidates for the position. We maintain our search to hire and utilize qualified personnel for the vacant District Academic Coaching positions.</p>		
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	<p>Secondary DAC Team is not fully hired.</p> <p>8. The status of this action is partial implementation - Provide targeted, differentiated and ongoing professional development to newly hired teachers. Rationale: At the elementary Level, the District Academic Coaches provided an introduction of Thinking Maps to newly hired teachers in conjunction with the MUSD Induction Program. Teachers new to Kindergarten and TK received training in their use of the computer-based ESGI system. District Coaches also provided a full day of grade level specific NGSS awareness training to each grade level teacher. With a year-long, intensive focus on mathematics, the DAC team provided research-based implementation ideas, models, and support to all Curriculum and Instruction TSAs that targeted strategies for new teachers and enhanced the C&Is overall work at the site. Each elementary site Principal requested additional support from the team on an as-needed basis.</p> <p>9. The status of this action is partial implementation - Implement the 5 principles of effective professional development (see Appendix J). Rationale: Over the course of the 18-19 year, all DACs, C&I TSAs, and PLSS have received training, modeling, and practice in instructional coaching practice, adult learning theory, and the principles of professional development which they thoughtfully and consistently integrate into their work.</p>		
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Action 2A.2 Implementation of Professional Development for Classified Staff

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Provide targeted professional development for all staff across the district</p> <ul style="list-style-type: none"> a. 21st Century Technology Skills b. Data Quality c. Data Analysis d. Program Evaluation e. Strategic Planning and Execution <p>2. Provide professional development for classified staff in the following areas:</p> <ul style="list-style-type: none"> a. Making A Difference (MAD) Training for Office 	<p>1. The status of this action is partial implementation - Provide targeted professional development for all staff across the district</p> <ul style="list-style-type: none"> a. 21st Century Technology Skills b. Data Quality c. Data Analysis d. Program Evaluation e. Strategic Planning and Execution <p>Rational: Survey was completed to determine the professional development needs of classified staff</p> <p>2. The status of this action is partial implementation - Provide professional development for classified staff in the following areas:</p> <ul style="list-style-type: none"> a. Making A Difference (MAD) Training for Office Support Staff regarding customer service 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$20,000</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$9,130</p> <p>Restricted: \$120,101</p>

<p>Support Staff regarding customer service</p> <p>b. Provide targeted training to Admin Assistants & Attendance Secretaries on the following:</p> <ul style="list-style-type: none"> i. AERIES - New User Training ii. Scheduling iii. Registration <p>New Employee Training</p> <ul style="list-style-type: none"> • MUSD will be providing two full days of trainings in August for all new certificated employees. Employees will learn all the software systems used by MUSD as well as procedural processes needed. Classified staff is given training dollars to be used to improve skills. • Standardized new employee orientation and onboarding 	<p>b. Provide targeted training to Admin Assistants & Attendance Secretaries on the following:</p> <ul style="list-style-type: none"> i. AERIES - New User Training ii. Scheduling iii. Registration <p>Rationale: Admin Assistants and Attendance Secretaries were trained in attendance and the use of AIM reports to detect errors earlier and correct them.</p> <p>New Employee Training</p> <ul style="list-style-type: none"> • The status of this action is full implementation - MUSD will be providing two full days of trainings in August for all new certificated employees. Employees will learn all the software systems used by MUSD as well as procedural processes needed. Classified staff is given training dollars to be used to improve skills. • The status of this action is partial implementation - Standardized new employee orientation and onboarding. Rationale: The Personnel Commission and HR are jointly working to establish professional development to Classified employees. A survey was sent to all classified management as well as classified employees to determine what professional development is needed. 		
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Action 2B.1 Increase Time for Site and District Staff to Collaborate in Professional Learning Communities

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Continue to provide professional development on Professional Learning Communities (PLC) along with initiatives such as Academic Accountability Model and the Administrative Expectations to provide consistency and clarity for the implementation of the instructional program for the district that is</p>	<p>1. The status of this action is full implementation - Continued to provide professional development on Professional Learning Communities (PLC) along with initiatives such as Academic Accountability Model and the Administrative Expectations to provide consistency and clarity for the implementation of the instructional program for the district that is data-driven and collaborative.</p> <p>2. The status of this action is full implementation - Training for site principals will include utilizing an outside consultant to</p>	<p>LCFF Base: \$236,461</p> <p>LCFF S/C: \$848,491</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$251,339</p> <p>LCFF S/C: \$788,469</p> <p>Restricted: \$0</p>

<p>data-driven and collaborative.</p> <ol style="list-style-type: none"> 2. Training for site principals will include utilizing an outside consultant to analyze current PLC practices and developing next steps in the development of collaborative practices and the implementation of a data-driven instructional program 3. School and district teams will attend the PLC Summer Institute to learn about and develop strategies to implement PLC concepts. The focus will be on developing the three big ideas of a PLC; a focus on learning, a collaborative culture, and a results orientation. PLC teams will include teachers who are leaders at their sites as well as administration. 4. An Accountability and Support Calendar and a Professional Development Calendar will provide guidance and support to site administration and staff for the implementation of the instructional program delivered to students. 5. A partnership with the Madera County Office of Education, to implement a Teacher Leader Academy for teachers who would like to become teacher leaders within the district, will be refined to provide enhanced options for teachers to participate in the program. 6. T.O.T. training for new admin 	<p>analyze current PLC practices and developing next steps in the development of collaborative practices and the implementation of a data-driven instructional program. Rationale: The district invested in high quality professional learning through the National Institute of School Leadership (NISL) program. This is a year long training that all site and district leaders will be participating in.</p> <ol style="list-style-type: none"> 3. The status of this action is full implementation - School and district teams did attend the PLC Summer Institute to learn about and develop strategies to implement PLC concepts. The focus was on developing the three big ideas of a PLC; a focus on learning, a collaborative culture, and a results orientation. PLC teams did include teachers who are leaders at their sites as well as administration. 4. The status of this action is partial implementation - An Accountability and Support Calendar and a Professional Development Calendar will provide guidance and support to site administration and staff for the implementation of the instructional program delivered to students. Rationale: Currently there is a continuity calendar that all elementary and secondary administrators utilize. This calendar shows the Strategic Academic Planning days, Parent Conference days, Back to School and Open dates, and the planned Professional Learning Days. New for the 2019-2020 school year will be adding PLC time weekly for teacher planning and collaboration. 5. The status of this action is full implementation - A partnership with the Madera County Office of Education, to implement a Teacher Leader Academy for teachers who would like to become teacher leaders within the district, will be refined to provide enhanced options for teachers to participate in the program. Rationale: The MUSD Elementary Curriculum and Instruction team hosted a series of after hours, voluntary workshops to cultivate the idea of teacher leadership among classroom teachers. These workshops began with a group of 36 teachers and currently have attendance of 22 participants. 6. The status of this action is no implementation - T.O.T. training for new admin 		
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Action 2B.2 Implementation of New Madera Unified Accountability System

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Utilization and enhancements to the following systems - <ol style="list-style-type: none"> a. Professional Development System b. SPSA dashboard (see appendix C to view SPSA Dashboard) which includes leading indicators c. SPSA Planning and Monitoring Tool d. Gradtracker upgrade 2. Continue implementation of strategic academic plan day and data analysis days which will be used by school site leadership teams and district leadership to plan, reflect, evaluate and determine any needed changes 3. Continue implementation of Early Warning System implemented at all 17 K-6 and K-8 school sites (see appendix G to view early warning system) 4. Utilization of improvement science to accelerate learning and address problems of practice 5. Madera Unified will work with WestEd to complete an equity audit on African American student achievement with a focus on student discipline. 6. Madera Unified will develop a School Performance Index which can be used to support the development of a local level accountability system which demands higher expectations than both the state and federal accountability systems. 	<ol style="list-style-type: none"> 1. The status of this action is no implementation - Utilization and enhancements to the following systems - <ol style="list-style-type: none"> a. Professional Development System b. SPSA dashboard (see appendix C to view SPSA Dashboard) which includes leading indicators c. SPSA Planning and Monitoring Tool d. Gradtracker upgrade 2. The status of this action is full implementation - Continued implementation of strategic academic plan day and data analysis days which was used by school site leadership teams and district leadership to plan, reflect, evaluate and determine any needed changes 3. The status of this action is revised (Grade level readiness system will be used versus early warning system) implementation - Continue implementation of Early Warning System implemented at all 17 K-6 and K-8 school sites (see appendix G to view early warning system) 4. The status of this action is partial implementation - Utilization of improvement science to accelerate learning and address problems of practice. Rationale: At the elementary level, the Plan-Do Study-Act cycle of Improvement Science has been embedded into the 15 Day Plan framework. The elementary District Academic Coach team has provided implementation training and support to every site C&I TSA as well as opportunities to site administrators. Implementation has varied at sites per site administrator direction. 5. The status of this action is full implementation - Madera Unified worked with WestEd to complete an equity audit on African American student achievement with a focus on student discipline. 6. The status of this action is full implementation - Madera Unified will develop a School Performance Index which can be used to support the development of a local level accountability system which demands higher expectations than both the state and federal accountability systems. Rationale: CEPI tool has been fully developed. 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$357,504</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$276,532</p> <p>Restricted: \$0</p>

Analysis for Goal 2

Describe the overall implementation of the actions/services to achieve the articulated goal.

- **Action 2a.1: Continue Professional Development related to implementation of state standards in ELA/ELD, Mathematics and Science**
 - Rating: Strong Implementation
 - Rationale:
 - Every teacher in the district received training in the new core History/Social Science program prior to the start of the school year. In addition, the 15-day plan work in the area of mathematics provided teachers with time and support to fully explore and utilize the math core and supplemental resources available to them. Thirty-five teachers representing Grades K-6 received intensive CA NGSS training to prepare them to serve as the district Science Adoption Committee and evaluate new core Science materials.
 - Secondary DACs and outside consultants have conducted professional learning in ELA/ELD, Math and Science to support standards implementation and standards transitions.
 - The Primary Literacy Support Specialists participated in an intensive 10-week Reading Academy to establish a foundational understanding of how reading and literacy skills are developed. DACs have supported the Primary Literacy Support Specialists building their knowledge, skills, and implementation ideas for early literacy skill development, specifically targeting struggling and EL students. The training has provided a common language, understanding, and expectation at every school site. Under the guidance of district leadership, the PLSS team will work to train teachers in a differentiated manner at their respective school sites beginning in the 2019-20 school year. In 2019-20, the reading/literacy training will expand to C&I TSAs and RtI TSAs based upon their job responsibilities.
- **Action 2a.2: Maintain discretionary certificated and classified staff professional development**
 - Rating:
 - Limited Implementation
 - Rationale:
 - Admin Assistants and Attendance Secretaries were trained in attendance and the use of AIM reports to detect errors earlier and correct them.
- **Action 2b.1: Increase time for site and district staff to collaborate in Professional Learning Communities**
 - Rating: Strong Implementation
 - Rationale:
 - All district administrators will be completing the program by the spring of 2020. That will include 3 cohorts of administrators; which is approximately 75 administrators.
- **Action 2b.2: Implementation of New Madera Unified Accountability System**
 - Rating: Strong Implementation
 - Rationale:
 - Implementation of the 15 Day Plan (as determined by the site administration) varies widely by site. When implemented as intended, the 15 Day plan is an exemplary tool that provides a guaranteed and viable curriculum. A monitoring rubric is in development.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **Action 2a.1: Continue Professional Development related to implementation of state standards in ELA/ELD, Mathematics and Science**
 - Rating: Fair
 - Rationale:
 - Teachers are using the new core History/Social Science program. District expectation to utilize the 15 Day Plan has been made clear; results from those using with fidelity have seen positive growth in both student knowledge and test scores. Teacher feedback on NGSS Awareness trainings have been very positive.
 - At this time, there are no measurable outcome guidelines provided by the district for items related to professional development and instructional strategies to support struggling students. Each schools'

SPSA and/or Strategic Academic Plan determines the priority focus and the site academic support team (administrators, Site TSA, PLSS) determine methodology for monitoring implementation and measuring effectiveness at the school site.

- **Action 2a.2: Maintain discretionary certificated and classified staff professional development**
 - Rating: Fair
 - Rationale:
 - Survey was completed to determine the professional development needs of classified staff, however, actions have not been completed to address the survey feedback
- **Action 2b.1: Increase time for site and district staff to collaborate in Professional Learning Communities**
 - Rating: Good
 - Rationale:
 - The NISL program is a research based leadership training that is recognized by many to be one of the highest quality trainings nationwide. District and site leaders have been implementing new learning in order to build stronger educational systems at all school sites and at the district level.
- **Action 2b.2: Implementation of New Madera Unified Accountability System**
 - Rating: Good
 - Rationale:
 - The 15 Day plan is an effective tool that provides a guaranteed and viable curriculum when implemented with fidelity. With varying levels of support by site administration, effectiveness of the plan is not standardized district wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures: LCFF Base \$4,245,532, S&C \$1,768,165, Restricted \$4,343,283
Estimated Actual Expenditures: LCFF Base \$3,352,802, S&C \$1,543,221, Restricted \$5,028,273
Difference: LCFF Base -\$892,730, S&C -\$224,943, Restricted \$684,990
Explanation: The minor differences between budgeted expenditures versus estimated actuals is due to not finding qualified people to fill vacancies for roles supporting professional learning.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Planned Changes for Goal: None
Planned Changes for Expected Outcomes: None
Planned Changes for Metrics: None
Planned Changes for Actions/Services: None

Goal 3 Safe and Healthy Environment for Learning and Work

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Teacher Misassignment Rate 0%	At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date teacher misassignment rate is 0.02%

<p align="center">Facilities Rating</p> <p align="center">Overall Facilities Rating: Good</p> <p align="center">2017-18 Actual: Good</p>	<p align="center">The overall facilities rating is [Good] for the 2018-19 school year</p>
<p align="center">Employee Retention Rate</p> <p align="center">Original: 90%</p> <p align="center">Modified: Increase</p>	<p align="center">At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date employee retention is 94.85%</p>
<p align="center">Student Attendance Rate</p> <p align="center">96%</p>	<p align="center">At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date student attendance is 95.49%</p>
<p align="center">Chronic Absenteeism Rate</p> <p align="center">8%</p> <p align="center">11.2% California Dashboard Fall 2017</p> <p align="center">2017-18 Actual: 11.9% as of 5/10/2018</p> <p align="center">2016-17 11.4% (excludes charter schools)</p>	<p align="center">At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 10.74% of students are chronically absent. In 2017-18 9.9% of students were chronically absent</p>
<p align="center">Middle School Dropout Rate</p> <p align="center">Original: 0.04%</p> <p align="center">Modified: Decrease</p>	<p align="center">The district had a 0.34% middle school dropout rate for the 2016-17 school year</p>
<p align="center">Suspension Rate</p> <p align="center">Original: Baseline required</p> <p align="center">Modified: Decrease</p> <p><i>In the Fall 2017 release of the CA School Dashboard, it was reported that the district had an overall suspension rate of 7.5% for 2016-17.</i></p> <p align="center">2017-18 Actual: 5.5% as of 5/10/2018</p>	<p align="center">At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 5.39% of students have been suspended one or more times. In 2017-18 6.7% of students have been suspended one or more times.</p>
<p align="center">Expulsions</p> <p align="center">Original: 0.1 expulsions per 100 students</p> <p align="center">Modified: Decrease</p> <p align="center">2017-18 Actual: 0.2 expulsions per 100 students</p>	<p align="center">At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 0.03 expulsions per 100 students</p>
<p align="center">Campus Aesthetic Rating</p>	<p align="center">The 2018-19 Campus Aesthetic Rating was 4.2 out of 5</p>

<p>Overall rating of how beautiful the campus</p> <p>Original: Baseline required</p> <p>Modified: Increase</p> <p>2017-18 Actual: 3.9 out of 5 (Scale: 1-Poor to 5-Excellent)</p>	
<p>Student Survey School climate favorable index score</p> <p>Original: 5th Grade: 70% Original: 6th-10th: 55%</p> <p>Modified: Increase</p> <p>2017-18 Actual: 5th Grade: 63% Actual: 6th-10th: 41%</p>	<p>At the time when the 2018-19 LCAP was being written, the Student Survey had not been administered. It is expected to increase over the 2017-18 school year. School Climate results will be available by July 2019.</p>
<p>Parent Survey "How well do administrators at your child's school create a school environment that helps children learn?" - Favorable Score</p> <p>Original: 84%</p> <p>Modified: Increase</p>	<p>At the time when the 2018-19 LCAP was being written, the Parent Survey had not been administered. It is expected to increase over the 2017-18 school year</p>
<p>Student Survey "Overall, how much do you feel like you belong at your school?" - Favorable Score</p> <p>Original: 5th Grade: 75% Original: 6th-10th: 55%</p> <p>Modified: Increase</p> <p>2017-18 Actual: 5th Grade: 70% Actual: 6th-10th: 52%</p>	<p>At the time when the 2018-19 LCAP was being written, the Student Survey had not been administered. It is expected to increase over the 2017-18 school year</p>
<p>Teacher Survey "I feel that my school is a supportive and inviting place for students to learn"</p> <p>Original: 88% (Strongly Agree or Agree)</p> <p>Modified: Increase</p> <p>2017-18 Actual: 82% responded Strongly Agree or Agree (569 out of 694)</p>	<p>At the time when the 2018-19 LCAP was being written, the Teacher Survey had not been administered. It is expected to increase over the 2017-18 school year</p>

<p>Number of Complaints Received by CAO Office Unique Individuals</p> <p>Original: 160 individuals who filed one or more complaints</p> <p>Modified: Decrease</p> <p>2017-18</p> <p>Actual: 227 individuals who filed one or more complaints</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 153 individuals filed one or more complaints</p>
<p>Student Participation in Formal Planning Meetings</p> <p>Original: 200 students</p> <p>Modified: Increase</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 220 students participated in formal planning meetings</p>

Action 3A.1 Maintain Grade Level Field Trips for K-6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. All MUSD K-6th grade students will have educational experiences in the form of field trips paid for by district funds. The field trips offered are as follows:</p> <ul style="list-style-type: none"> a. Kindergarten: ZOOMOBILE (on site) b. 1st grade: Fossil Discovery Center c. 2nd grade: Fossil Discovery Center d. 3rd grade: Madera County Fair & Discovery Science Center (on site) e. 4th grade: Gold Gulch (on site) f. 5th grade: Fresno Chaffee Zoological Gardens g. 6th grade: San Joaquin River Parkway h. Identified literacy activities for 1st grade trip i. In 17/18 school year, first graders will visit the Discovery Center in Fresno where they will engage in hands on activities, 	<p>1. All MUSD K-6th grade students had educational experiences in the form of field trips paid for by district funds. The field trips offered are as follows:</p> <ul style="list-style-type: none"> a. The status of this action is full implementation - Kindergarten: ZOOMOBILE (on site) b. The status of this action is no implementation - 1st grade: Fossil Discovery Center. Rationale: Field Trip to Storyland for first grade has been changed to the Fresno Discovery Center c. The status of this action is full implementation - 2nd grade: Fossil Discovery Center d. The status of this action is full implementation - 3rd grade: Madera County Fair & Discovery Science Center (on site) e. The status of this action is full implementation - 4th grade: Gold Gulch (on site) f. The status of this action is full implementation - 5th grade: Fresno Chaffee Zoological Gardens g. The status of this action is full implementation - 6th grade: San Joaquin River Parkway h. The status of this action is full implementation - Identified literacy activities for 1st grade trip i. The status of this action is full implementation - In 18/19 school year, first graders visited the 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$0</p> <p>Restricted: \$49,712</p>	<p>LCFF Base: \$78,058</p> <p>LCFF S/C: \$220,660</p> <p>Restricted: \$40,297</p>

dinosaur digs, magnets. Students will touch, explore, experiment and play while learning.	Discovery Center in Fresno where they engaged in hands on activities, dinosaur digs, magnets. Students touched, explored, experimented and played while learning.		
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Action 3A.2 Maintain District Supports and Operations

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. District operational costs to support the day-to-day operations of the district.	2. The status of this action is full implementation - District operational costs to support the day-to-day operations of the district.	LCFF Base: \$16,210,275 LCFF S/C: \$5,621,112 Restricted: \$160,000	LCFF Base: \$20,724,623 LCFF S/C: \$4,621,613 Restricted: \$368,766

Action 3A.3 Continue Improving the Quality and Nutritional Food Offerings to Students District-wide

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Create high quality meals that are appealing to the students <ol style="list-style-type: none"> a. Fresh fruits and vegetables b. Scratch and speed scratch cooking 2. Get Madera South High School and Madera High School fully functional with their new lines and meal offerings 3. Purchase and implement new POS software for the Child Nutrition Department at the elementary sites 4. Analyze current staffing needs to look at additional staffing as needed 5. Install digital menu boards at the 17 	<ol style="list-style-type: none"> 1. The status of this action is partial implementation - Create high quality meals that are appealing to the students <ol style="list-style-type: none"> a. Fresh fruits and vegetables b. Scratch and speed scratch cooking <p>Rationale: This is a continuous task that we will always explore new items and new ways of doing things.</p> 2. The status of this action is full implementation - Get Madera South High School and Madera High School fully functional with their new lines and meal offerings 3. The status of this action is full implementation - Purchase and implement new POS software for the Child Nutrition Department at the elementary sites 4. The status of this action is partial implementation - Analyze current staffing needs to look at additional staffing as needed. Rationale: This is also a continuous task that we review throughout the year and annually to be sure we are staffed correctly. 5. The status of this action is partial implementation - Digital menu boards were installed at 17 OF 18 elementary school 	LCFF Base: \$0 LCFF S/C: \$0 Restricted: \$13,856,337	LCFF Base: \$0 LCFF S/C: \$0 Restricted: \$14,711,546

elementary sites 6. Pilot breakfast in the classroom at targeted school sites	sites. 6. The status of this action is full implementation - Pilot breakfast in the classroom at targeted school sites		
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Action 3A.4 Maintain School Site Grounds, Maintenance and Aesthetics

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cleanliness and upkeep of school site and facilities 1. Implementation of Campus Aesthetic survey 2. Review and modify structure of the grounds and maintenance to increase efficiency.	Cleanliness and upkeep of school site and facilities 1. The status of this action is full implementation - Implementation of Campus Aesthetic survey 2. The status of this action is full implementation - Review and modify structure of the grounds and maintenance to increase efficiency.	LCFF Base: \$9,473,390 LCFF S/C: \$0 Restricted: \$0	LCFF Base: \$9,460,345 LCFF S/C: \$0 Restricted: \$0

Action 3A.5 Implementation of Replacement Schedule for Facilities, Equipment, Technology and Other Needs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Deferred Maintenance Schedule 2. Equipment Replacement Schedule 3. Technology Replacement Schedule Prioritization Schedule 4. Age of Facilities 5. Student Enrollment 6. 12-Year Facility Plan 7. Modernization and Repairs 8. Maintain implementation of 1 to 1 ratio for beginning of	1. The status of this action is full implementation - Deferred Maintenance Schedule 2. The status of this action is partial implementation - Equipment Replacement Schedule. Rationale: All set aside funds to replace copy machines have been expended. Balance of furniture is in the process of being purchased. We have completed all furniture at MHS 3. The status of this action is full implementation - Technology Replacement Schedule Prioritization Schedule 4. Age of Facilities 5. The status of this action is full implementation - Student Enrollment (students enrollment projections were met) 6. The status of this action is partial implementation - 12-Year Facility Plan. Rationale: - Virginia Lee Rose Elementary School -- COMPLETE - Matilda Torres High School -- Under construction with completion by August 2020. - MSHS Athletic Field Improvement Project -- Under construction with completion by August 2019. - MHS CTE Modernization -- Construction scheduled to begin June 2019. - Concurrent Enrollment	LCFF Base: \$11,676,803 LCFF S/C: \$0 Restricted: \$6,464,036	LCFF Base: \$12,585,273 LCFF S/C: \$0 Restricted: \$6,519,666

<p>school year</p> <p>9. Implementation of Campus Aesthetics Survey</p>	<p>Middle School -- Construction scheduled to begin July 2019.</p> <p>7. The status of this action is partial implementation - Modernization and Repairs. Rationale: MHS CTE Modernization project has been DSA approved, construction scheduled to begin June 2019.</p> <p>8. Maintain implementation of 1 to 1 ratio for the beginning of school year</p> <p>9. The status of this action is full implementation - Implementation of Campus Aesthetics Survey</p>		
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Action 3B.1 Implementation of Professional Development Related to Improving School Safety and Climate

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Improving School Safety and Climate</p> <ol style="list-style-type: none"> 1. Early Warning System will be used by support staff to proactively identify students in need of interventions 2. Provide professional development for all administrators from legal experts around disciplinary codes and expulsion processes. 3. Continue to implement PBIS through professional development and supports; add tools of measurement; 4. Provide district-wide professional development of Restorative Justice 5. Develop a transition plan for students transitioning back into comprehensive sites from alternative education programs 6. Fully implement electronic discipline referral system (Referral Rhino) (see appendix F to view Referral Rhino) 7. Full review of the safety officer professional development and 	<p>Improving School Safety and Climate</p> <ol style="list-style-type: none"> 1. The status of this action is revised implementation - Early Warning System will be used by support staff to proactively identify students in need of interventions. Rationale: Early Warning System changing to Student Grade Level Readiness Indicator 2. The status of this action is revised implementation - Provide professional development for all administrators from legal experts around disciplinary codes and expulsion processes. Rationale: Provided this training in the summer of 2017 and was able to deliver materials to all new administrators 3. The status of this action is partial implementation - Continue to implement PBIS through professional development and supports; add tools of measurement; Rationale: PBIS professional development is currently provided through MCSOS. We are working to build internal capacity to further improve this implementation. 4. The status of this action is partial implementation - Provide district-wide professional development of Restorative Justice. Rationale: Inconsistent implementation at sites 5. The status of this action is partial implementation - Develop a transition plan for students transitioning back into comprehensive sites from alternative education programs. Rationale: Trial and error process to see what is the best way to achieve desired outcomes 6. The status of this action is partial implementation -Fully implement electronic 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$593,474</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$625,370</p> <p>Restricted: \$0</p>

<p>coordination of supports will be conducted to determine the best way to improve school climate</p> <p>8. Implement Safe School Ambassadors Program from Community Matters in Middle Schools and High Schools to provide students motivation, support, and intervention skills to prevent and stop bullying and harassment.</p> <p>9. Implement Student Advocacy Council program from the Youth Leadership Institute (YLI) in high schools to meaningfully engage students through positive youth development around issues in our neighborhoods and schools. The YLI program sparks leadership in young people to solve pressing social issues and provide service to the community.</p> <p>10. Implementation of Multi-Tiered System of Support (MTSS) to enhance socio-emotional services for students in combination with increased positive behavior and student academic achievement.</p>	<p>discipline referral system (Referral Rhino) (see appendix F to view Referral Rhino) Rationale: All secondary sites have implemented</p> <p>7. The status of this action is partial implementation - Full review of the safety officer professional development and coordination of supports will be conducted to determine the best way to improve school climate. Rationale: A full review of safety officer professional development has been conducted. Progress has been made to expand safety officer training, and will continue in SY 19-20.</p> <p>8. The status of this action is full implementation - Implement Safe School Ambassadors Program from Community Matters in Middle Schools and High Schools to provide students motivation, support, and intervention skills to prevent and stop bullying and harassment.</p> <p>9. The status of this action is full implementation - Implement Student Advocacy Council program from the Youth Leadership Institute (YLI) in high schools to meaningfully engage students through positive youth development around issues in our neighborhoods and schools. The YLI program sparks leadership in young people to solve pressing social issues and provide service to the community.</p> <p>10. The status of this action is partial implementation - Implementation of Multi-Tiered System of Support (MTSS) to enhance socio-emotional services for students in combination with increased positive behavior and student academic achievement. Rationale: Three pilot schools have started social emotional and behavioral implementation elements of MTSS.</p>		
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Action 3B.2 Continue to Recruit and Retain Highly Qualified Teachers and Support Staff

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Improve marketing of employment opportunities at Madera Unified</p> <p>2. Utilize monitoring tool after the orientation is</p>	<p>1. The status of this action is full implementation - Improve marketing of employment opportunities at Madera Unified</p> <p>2. The status of this action is full implementation - Utilize monitoring tool after the orientation is complete to determine the effectiveness of the program. Use the survey results taken at the</p>	<p>LCFF Base: \$99,245,475</p> <p>LCFF S/C: \$14,174,039</p>	<p>LCFF Base: \$97,449,930</p> <p>LCFF S/C: \$20,264,559</p>

<p>complete to determine the effectiveness of the program. Use the survey results taken at the orientation to adjust the content delivered.</p> <ol style="list-style-type: none"> 3. Implement orientation for all new classified staff. Training will be done in groups one time per month. 4. Collaborate with the personnel commission to determine relevant content for the various classified groups. 5. Negotiate a competitive contract with labor partners 6. Establish a professional development plan for the classified staff. 	<p>orientation to adjust the content delivered.</p> <ol style="list-style-type: none"> 3. The status of this action is full implementation - Implement orientation for all new classified staff. Training will be done in groups one time per month. 4. The status of this action is partial implementation - Collaborate with the personnel commission to determine relevant content for the various classified groups. Rationale: Conducted a survey of Management and Classified staff to determine professional development needs. Training of relevant professional development will take place in the 19/20 school year. 5. The status of this action is revised implementation - Negotiate a competitive contract with labor partners. Rationale: Currently in negotiations with MUTA (certificated employees), CSEA and Adult Education. 6. The status of this action is revised implementation - Establish a professional development plan for the classified staff. Rationale: Taking the results of survey to determine needed trainings. Will create a committee to prioritize goals and objectives of the classified professional development plan. Commitment will commence in the 19/20 school year 	<p>Restricted: \$1,974,212</p>	<p>Restricted: \$2,006,449</p>
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Analysis for Goal 3

Describe the overall implementation of the actions/services to achieve the articulated goal.

- Action 3a.1: Maintain grade level field trips for K-6
 - Rating: Strong Implementation
 - Rationale:
 - All field trips were implemented as intended. However, the field trip to Storyland for first grade has been changed to the Fresno Discovery Center
- Action 3a.2: Maintain District Supports and Operations
 - Rating: Full Implementation
 - Rationale:
 - District supports and operations were fully implemented
- Action 3a.3: Continue Improving the Quality and Nutritional Food Offerings to Students District-wide
 - Rating: Full Implementation
 - Rationale:
 - Implemented this project at all sites not just elementary sites.
- Action 3a.4: Maintain School Site Grounds, Maintenance and Aesthetics
 - Rating: Strong Implementation
 - Rationale:
- Action 3a.5: Implementation of Replacement Schedule for Facilities, Equipment, Technology and Other Needs

- Rating: Moderate Implementation
- Rationale:
 - Virginia Lee Rose ES opened August 2017. Other projects are at various stages of implementation: MTHS (construction), MSHS Athletic Field Improvement (construction), MHS CTE Mod (out to bid), and Concurrent Enrollment MS (at DSA).
- Action 3b.1: Implementation of Professional Development Related to Improving School Safety and Climate
 - Rating: Strong Implementation
 - Rationale:
 - PBIS professional development is currently provided through Madera County Superintendent of Schools. We are working to build internal capacity to further improve this implementation.
- Action 3b.2: Continue to Recruit and Retain Highly Qualified Teachers and Support Staff
 - Rating: Strong Implementation
 - Rationale:
 - Conducted a survey of Management and Classified staff to determine professional development needs. Trainings of relevant professional development will take place in the 19/20 school year.
 - Completed negotiations with MUTA(certificated employees) CSEA and Adult Education and have obtained agreements for 2018/19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Action 3a.1: Maintain grade level field trips for K-6
 - Rating: Good
 - Rationale:
 - Field trips were completed as planned and staff did not state having any issues.
- Action 3a.2: Maintain District Supports and Operations
 - Rating: Good
 - Rationale: Operations were implemented and met the intended goals
- Action 3a.3: Continue Improving the Quality and Nutritional Food Offerings to Students District-wide (**change in action and/or services; refer to page 99**)
 - Rating: Exemplary
 - Rationale:
 - Child Nutrition has a solid foundation for staffing in place and are prepared for the future to continue to grow and expand food offerings.
- Action 3a.4: Maintain School Site Grounds, Maintenance and Aesthetics
 - Rating: Good
 - Rationale:
- Action 3a.5: Implementation of Replacement Schedule for Facilities, Equipment, Technology and Other Needs
 - Rating: Fair
 - Rationale:
 - There are still items to purchase for the balance of the year in order to complete the replacement schedule for facilities, equipment, technology and other needs
- Action 3b.1: Implementation of Professional Development Related to Improving School Safety and Climate (**change in action and/or services; refer to page 102**)
 - Rating: Fair

- Rationale:
 - The review has been completed, but more work is needed to improve school climate.
- Action 3b.2: Continue to Recruit and Retain Highly Qualified Teachers and Support Staff
 - Rating: Good
 - Rationale:
 - Both certificated and classified contracts are highly competitive allowing Madera Unified to recruit and retain staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures: LCFF Base \$136,605,943, S&C \$20,388,626, Restricted \$22,504,299

Estimated Actual Expenditures: LCFF Base \$140,298,229, S&C \$25,732,202, Restricted \$23,646,724

Difference: LCFF Base \$3,692,286, S&C \$5,343,576, Restricted \$1,142,425

Explanation: The difference in budgeted expenditures compared to estimated actuals is due to the 2% salary increase to staff for the 2018-19 school year. Additionally, the field trip budget was moved from action 3a2 - "Maintain district supports and operations" to 3a.1 - "Maintain grade level field trips for K-6". This change was implemented to better reflect the action connected to the funds.

Additionally, the following items were not included in the adopted LCAP:

- \$1 million salary increase
- \$2.5 million LCFF transfer to MCSOS for Special Ed students, not included in LCAP
- \$500k contribution to Section 115 OPEB trust
- \$200k new buses match for SJVAPD grant
- \$700k budget increase for CTE modernization at MHS

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Planned Changes for Goal: None

Planned Changes for Expected Outcomes: None

Planned Changes for Metrics: None

Planned Changes for Actions/Services:

- Change to subaction within the action of "Continue Improving the Quality and Nutritional Food Offerings to Students District-wide"
 - Put a plan in place for 2019-2020 to expand to a few more schools with a hybrid model of Breakfast in the Class (new name - Breakfast before the Bell). The hybrid model is better for all parties involved. It will provide for the students as intended and provide better logistics and efficiency.
 - Change to subaction within the action of "Implementation of Professional Development Related to Improving School Safety and Climate"
 - Remove sub-action "Provide professional development for all administrators from legal experts around disciplinary codes and expulsion processes." - 3B.1

Action 3B.1 - Revise language - Maintain, Align and Expand Social Emotional and Behavioral Support and Intervention

1. Expand MTSS alignment and supports to additional schools
2. Implement updated social emotional curriculum in grades K-8
3. Refine and expand PBIS at all district schools
4. Refine and expand Restorative Justice at all schools
5. Implement a targeted focus on school culture and climate
6. Implement a district-wide anti-bullying program

7. Explore and pilot updated social emotional curriculum in grades 9-12
8. Implement a confidential MTSS data and attendance management/monitoring system (all tiers)
9. Support high quality behavioral health support of Tier 3 students
10. Develop a multi-agency sponsored Suicide Prevention Resource Guide
11. Expand the Suicide Prevention program for grades 7-12
12. Expand the effort to destigmatize mental health
13. Continue to build partnerships with related community agencies to better respond to student mental health crisis
14. Define and support reduction of Chronic Absenteeism
15. Promote and recognize positive school attendance
16. Identify and address attendance goals by subgroup
17. Develop and expand a Chronic Absenteeism system

Add new action - Maintain and expand district safety and security (change in action and/or services; refer to page 105) - 3B.3

- Initiate and implement an anonymous reporting system
- Refine and update threat assessment protocols
- Complete site critical threat assessments at county schools
- Continue to implement recommendations for critical threat assessments at secondary sites
- Continue professional development for safety officers

Goal 4 Strong Relationships with Families and Community

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
<p style="text-align: center;">Parent Meeting Attendance</p> <p style="text-align: center;">Number of parents participating in School Site Council (SSC), ELAC, DELAC, Parent Advisory Committee (PAC) and LCAP meetings</p> <p style="text-align: center;">Original: SSC: 195 ELAC: 350 DELAC: 190 PAC: 162 LCAP: 286 (+5)</p> <p style="text-align: center;">Modified: Increase</p> <p style="text-align: center;">2017-18 Actual: SSC: TBD ELAC: TBD DELAC: TBD PAC: TBD LCAP: TBD</p>	<p style="text-align: center;">At the time when the 2018-19 LCAP was being written, the school year was still in session, year-to-date:</p> <p style="text-align: center;">2017-18 Actual: SSC: 137 ELAC: 194 DELAC: 39 PAC: 158 LCAP: 230</p>
<p style="text-align: center;">Parent Program Completion</p> <p style="text-align: center;">Number of parents who completed a parent education/leadership program</p> <p style="text-align: center;">Original: 983 parents completed a parent education/leadership program. (+10%)</p>	<p style="text-align: center;">At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 1,025 parents have completed a parent education/leadership program.</p>

<p>Modified: Increase</p> <p>2017-18</p> <p>Actual: 955 parents completed a parent education/leadership program (as of 5/10/2018)</p>	
<p>Parent Portal Usage</p> <p>Number of parents considered "Active" parent portal users (Active is defined as logging into Parent Portal 3 or more times during the school year)</p> <p>Maintain</p> <p>2017-18</p> <p>Actual: 4941 parents logged into Parent Portal 3 or more times (as of 5/10/2018)</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 7354 parents logged into Parent Portal 3 or more times (as of 4/15/2019)</p>
<p>Parent Survey - Hospitality</p> <p>"The office staff at my child's school is always professional and respectful of my time."</p> <p>Original: 86% will respond favorably (+5)</p> <p>Modified: Increase</p>	<p>At the time when the 2018-19 LCAP was being written, the Parent Survey had not been administered. It is expected to increase over the 2017-18 school year</p>
<p>Foster Youth</p> <p>Academic growth is measured by a new methodology called Distance From Level 3 (DF3) where it calculates per student the scale score distance from the minimum scale score needed to achieve level 3.</p> <p>Original: Pending</p> <p>Modified: Increase</p> <p>2017-18</p> <p>Proj. for ELA: +32.2pt</p> <p>Proj. for Math: +46.6pt</p> <p>2016-17</p> <p>ELA: +21.3pt increase</p> <p>Math: +7.5pt increase</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session and SBAC performance results are not typically made available to the district until July of 2019. In 2017-18 the following results were achieved ELA: -17.6pt Math: -9.6pt</p>
<p>Foster Youth</p> <p>Suspension Rate</p> <p>(Formula: Total number of foster youth students who were suspended one or more times divided by the total cumulative foster youth enrollment)</p> <p>Decrease</p> <p>2017-18</p> <p>Actual: The suspension rate of 12.1% is down from last year's (18%) (17-18 rate was obtained from the SPSA Dashboard on 5/10/2018)</p> <p>Official 2016-17: 18%</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 12.95% of foster youth were suspended one or more times. In 2017-18 16.6% of foster youth were suspended one or more times.</p>

<p align="center">Foster Youth Chronic Absenteeism (Formula: Total number of foster youth students who were absent 10% or more of the time divided by the total cumulative foster youth enrollment)</p> <p align="center">Original: [20.3%] (-4%)</p> <p align="center">Modified: Decrease</p> <p align="center">2017-18 Actual: 13.3% (26 out of 195) as of 5/10/2018</p>	<p>At the time when the 2018-19 LCAP was being written, the school year was still in session, year to date 17.69% of foster youth were chronically absent. In 2017-18 20.1% of foster youth were chronically absent</p>
<p>Adult Learners - Access to a broader course of study</p> <p align="center">100% of adult learners</p>	<p align="center">100% of adult learners had access to a broader course of study in 2018-19</p>

Action 4A.1 Continue to Maintain and Expand Parent Resource Centers

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Parent engagement and support services <ol style="list-style-type: none"> a. Support schools b. Support families c. Support communities 2. The development of a parent engagement and education attendance management tool. This tool will allow for online registration, keep track of student attendance, staff, facilities, create events, record and submit attendance and keep-up with changes to multiple course schedules. 	<ol style="list-style-type: none"> 1. The status of this action is full implementation - Parent engagement and support services <ol style="list-style-type: none"> a. Support schools b. Support families c. Support communities 2. The status of this action is no implementation - The development of a parent engagement and education attendance management tool. This tool will allow for online registration, keep track of student attendance, staff, facilities, create events, record and submit attendance and keep-up with changes to multiple course schedules. 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$390,539</p> <p>Restricted: \$42,686</p>	<p>LCFF Base: \$5,754</p> <p>LCFF S/C: \$409,423</p> <p>Restricted: \$51,745</p>

Action 4A.2 Maintain and Expand Supports for Foster, Homeless, Migrant, Teen Parents and Other Unique Student Population Groups

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Foster Youth</p> <ol style="list-style-type: none"> 1. In partnership with California Youth Connection, Custom Professional Development will be created and delivered to Madera Unified staff on how best to engage and support foster students 	<p>Foster Youth</p> <ol style="list-style-type: none"> 1. The status of this action is partial implementation - In partnership with California Youth Connection, Custom Professional Development will be created and delivered to Madera Unified staff on how best to engage and support foster students. Rationale: Temporary reduction due to leave of absence of key staff affected the full implementation for the current year. 2. The status of this action is full 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$1,011,785</p> <p>Restricted: \$1,016,083</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$1,071,661</p> <p>Restricted: \$863,171</p>

<ol style="list-style-type: none"> 2. Targeted Academic Evaluation of AB 167 for Foster with targeted plans for credit recovery/graduation requirement attainment. 3. Expansion of "Fencepost" Mentoring program for Foster 4. After School Tutoring options for Foster District-Wide 5. Research and implement transportation solutions for foster youth involved in after school activities 6. Collaborate with the department of social services to determine ways to subsidize extra-curricular programs and resources for current and former foster youth students 7. Continue to assign counselors to provide specialized services to foster youth students. Continue to have counselors receive targeted professional development on the best ways to support foster youth students 8. In collaboration with the department of social services, research the ability to provide foster youth students with laptops which can be assigned to them to take home to complete academic work 9. Cal-SAFE Program will establish system for students to utilize Dial-a-Ride services at no cost to the participating Cal-SAFE students based on need for transportation that is 	<p>implementation - Targeted Academic Evaluation of AB 167 for Foster Youth with targeted plans for credit recovery/graduation requirement attainment.</p> <ol style="list-style-type: none"> 3. The status of this action is no implementation - Expansion of "Fencepost" Mentoring program for Foster. Rationale: Change of direction by DO staff 4. The status of this action is partial implementation - After School Tutoring options for Foster District-Wide Rational: Having too few teachers willing to stay after their duty day. 5. The status of this action is full implementation - Research and implement transportation solutions for foster youth involved in after school activities 6. The status of this action is no implementation - Collaborate with the department of social services to determine ways to subsidize extra-curricular programs and resources for current and former foster youth students. Rationale: Gift of public funds obstacles 7. The status of this action is partial implementation - Continue to assign counselors to provide specialized services to foster youth students. Continue to have counselors receive targeted professional development on the best ways to support foster youth students. This applies only at the high schools and further implementation is needed at middle schools and elementary 8. The status of this action is revised implementation - In collaboration with the department of social services, research the ability to provide foster youth students with laptops which can be assigned to them to take home to complete academic work . Rationale: In collaboration with the Madera County Superintendent of Schools, research the ability to provide foster youth students with laptops which can be assigned to them to take home to complete academic work. 9. The status of this action is no implementation - Cal-SAFE Program will establish system for students to utilize Dial-a-Ride services at no cost to the participating Cal-SAFE students based on need for transportation that is not met through MUSD Transportation Department for students residing within the the two-mile radius of schools. Rationale: Need for transportation was identified by a previous group of students prior to the completion of Madera South High School Cal-SAFE Childcare Center. Since students no longer have to drop off children at a separate location from where they attend school much of the need has been mitigated. Current students have not identified support 		
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<p>not met through MUSD Transportation Department for students residing within the the two-mile radius of schools.</p> <p>10. Migrant students in the secondary level received 3 sessions of Academic Advising by the Migrant Counselor in the Fall and Spring semester. This position is being eliminated by Region III due to limited funding</p> <p>11. Region III will be funding a full time Migrant Student Advocate (new position) to work closely with secondary Migrant students regarding their academics and socio emotional well being for the upcoming 2018-2019.</p> <p>Homeless</p> <ol style="list-style-type: none"> 1. Targeted Academic Evaluation of AB 1806 for Homeless with targeted plans for credit recovery/graduation requirement attainment. 2. Expansion of "Fencepost" to include Homeless 3. After School Tutoring options for Homeless District-Wide <p>Migrant Youth</p> <ol style="list-style-type: none"> 1. Site based certificated teacher providing after school educational support 2. Visual and Performing Arts 3. Health Service Clinic 4. Summer programming <p>Teen Parents</p> <ol style="list-style-type: none"> 1. Maintain Cal-SAFE program 2. Transportation 	<p>with transportation as a need.</p> <ol style="list-style-type: none"> 10. The status of this action is no implementation - Migrant students in the secondary level received 3 sessions of Academic Advising by the Migrant Counselor in the Fall and Spring semester. This position is being eliminated by Region III due to limited funding. Rationale: Eliminated funding by Region III 11. The status of this action is full implementation - Region III will be funding a full time Migrant Student Advocate (new position) to work closely with secondary Migrant students regarding their academics and socio emotional well being for the upcoming 2018-2019. <p>Homeless</p> <ol style="list-style-type: none"> 1. The status of this action is partial implementation - Targeted Academic Evaluation of AB 1806 for Homeless with targeted plans for credit recovery/graduation requirement attainment. Rational: Difficult to capture all identified FIT students from the secondary schools 2. The status of this action is no implementation - Expansion of "Fencepost" to include Homeless. Rationale: Change of direction by DO staff 3. The status of this action is partial implementation - After School Tutoring options for Homeless District-Wide. Rationale: After school program provides priority to FIT students when availability becomes open and teachers on-site are asked but not always available. <p>Migrant Youth</p> <ol style="list-style-type: none"> 1. The status of this action is full implementation - Site based certificated teacher providing after school educational support 2. The status of this action is full implementation - Visual and Performing Arts. Rationale: MUSD Migrant Education provided summer opportunities for Migrant students to attend a 4-week residential Visual and Performing Arts Academy at California State University, Fresno. Eight incoming 8th graders attended and completed the 4 week academy. 3. The status of this action is full implementation - Health Service Clinic 4. The status of this action is full implementation - Summer programming <p>Teen Parents</p> <ol style="list-style-type: none"> 1. The status of this action is full implementation - Maintain Cal-SAFE program. Rationale: Cal-SAFE program is implemented at Madera High School, Madera South High School, and Mountain Vista High School. 		
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support	<p>2. The status of this action is no implementation - Transportation support. Rationale: Need for transportation was identified by a previous group of students prior to the completion of Madera South High School Cal-SAFE Childcare Center. Since students no longer have to drop off children at a separate location from where they attend school much of the need has been mitigated. Current students have not identified support with transportation as a need.</p>		
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Action 4A.3 Maintain and Expand Adult Education Program

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Provide Certified Nursing Assistant (CNA) and Home Health Aide (HHA)</p> <p>a. This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an CNA.</p> <p>2. Emergency Medical Technician (EMT)</p> <p>a. This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an EMT.</p> <p>3. Individual Classes</p> <p>a. a. MS Word 2010 Level I and II</p> <p>b. b. MS Excel 2010 Level I and II</p> <p>c. c. MS PowerPoint 2010</p> <p>d. d. MS Access 2010</p>	<p>1. The status of this action is partial implementation - Provide Certified Nursing Assistant (CNA) and Home Health Aide (HHA)</p> <p>a. This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an CNA.</p> <p>Rational: Our CNA program is up and running and quite successful. The last two CNA cohorts had a 100% passing rate on the State Board Exam. Currently, we do not have a HHA component. Our current teacher does not have the qualifications to teach to teach this class.</p> <p>2. The status of this action is full implementation - Emergency Medical Technician (EMT)</p> <p>a. This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an EMT.</p> <p>3. The status of this action is partial implementation - Individual Classes</p> <p>a. a. MS Word 2010 Level I and II</p> <p>b. b. MS Excel 2010 Level I and II</p> <p>c. c. MS PowerPoint 2010</p> <p>d. d. MS Access 2010</p> <p>e. e. Keyboarding I, II, and Advanced</p> <p>Rational: Our students have the option to enroll in our Microsoft Office Specialist program. This program leads directly to a Workforce recognized certification. Students can enroll in the all five Microsoft Programs: MS Word, MS Excel, MS Powerpoint, MS Access and MS Passport. Students can enroll in our Computer Literacy class and Keyboarding courses to learn these skills. We are certified Certiport Test Center. One of the very few in the state. We do not have a Data Entry class.</p> <p>4. The status of this action is partial implementation - Community Education</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$0</p> <p>Restricted:</p> <p>\$1,395,426</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$0</p> <p>Restricted:</p> <p>\$1,696,798</p>

<p>e. e. Keyboarding I, II, and Advanced</p> <p>4. Community Education Classes</p> <p>5. High School Equivalency Test (HiSET)</p>	<p>Classes. Rationale: Currently, we only have one CE class being offered: Microsoft Office Specialist. Extreme Couponing and the Security Officer Training program are goals for the school with budget consideration needing to be addressed to help with implementation of the classes.</p> <p>5. The status of this action is full implementation - High School Equivalency Test (HiSET)</p>		
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Action 4B.1 Continue Partnering with Community-based Organizations to Help Develop Parent Leadership in LCAP Engagement and Annual Budget Process

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Madera Unified will partner with the Madera Coalition for Community Justice (MCCJ) to further improve LCAP community engagement process. More specifically, MCCJ will provide Madera Unified with support in the following areas:</p> <ul style="list-style-type: none"> a. MCCJ staff will partner with MUSD staff to plan organize and facilitate community meetings b. MCCJ staff will partner with MUSD staff to compile and present to the MUSD Board the recommendations from the LCAP community meetings 	<p>1. The status of this action is full implementation - Madera Unified will partner with the Madera Coalition for Community Justice (MCCJ) to further improve LCAP community engagement process. More specifically, MCCJ will provide Madera Unified with support in the following areas:</p> <ul style="list-style-type: none"> a. MCCJ staff will partner with MUSD staff to plan organize and facilitate community meetings b. MCCJ staff will partner with MUSD staff to compile and present to the MUSD Board the recommendations from the LCAP community meetings 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$456,891</p> <p>Restricted: \$1,476,882</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$439,849</p> <p>Restricted: \$1,823,698</p>

Action 4B.2 Maintain and Update LCAP Dashboard

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Increase in the number of fully functional indicators within the Madera Unified Dashboard (see appendix D to view Board adopted LCAP dashboard metrics)</p>	<p>1. The status of this action is partial implementation - Increase in the number of fully functional indicators within the Madera Unified Dashboard (see appendix D to view Board adopted LCAP dashboard metrics)</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$296,080</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$235,905</p> <p>Restricted: \$0</p>

Action 4B.3 Maintain and Expand Interpretation and Translation Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Hire and maintain translators to provide support to families across the district</p> <ol style="list-style-type: none"> 1. Develop and implement monitoring system to ensure the effectiveness allocation and use of translators district wide. 2. Develop a survey and audit system which will be used to monitor the effectiveness of translation services across the district. 3. The Special Services Department will develop and implement a satisfaction survey that will solicit feedback from each school site on how to improve translation/interpretation services. The survey will allow the department to refine the translation/interpretation services provided at school sites. 	<p>The status of this action is full implementation - Hire and maintain translators to provide support to families across the district</p> <ol style="list-style-type: none"> 4. The status of this action is full implementation - Develop and implement monitoring system to ensure the effectiveness allocation and use of translators district wide. Rationale: Translators maintain a monthly Time Accounting Log detailing special education and non-special education job functions. 5. The status of this action is partial implementation - Develop a survey and audit system which will be used to monitor the effectiveness of translation services across the district. Rationale: Auditing system to monitor completion of district and department document translation is fully in place. An effectiveness survey has been developed and will be sent to department leads and site administrators in spring 2019. 6. The status of this action is partial implementation -The Special Services Department will develop and implement a satisfaction survey that will solicit feedback from each school site on how to improve translation/ interpretation services. The survey will allow the department to refine the translation/interpretation services provided at school sites. Rationale: An effectiveness survey will be sent to department leads and site administrators in spring to solicit feedback on how to improve translation/interpretation services. 	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$591,124</p> <p>Restricted: \$42,686</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$349,662</p> <p>Restricted: \$51,744</p>

Action 4B.4 Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The Communications team will develop and maintain high-quality communication systems and structures district-wide which will be used to support Madera Unified's three Board Goals: 1) Clarity and Consistency, 2) Changing Perceptions and Mindsets, and</p>	<p>The status of this action is full implementation - The Communications team will develop and maintain high-quality communication systems and structures district-wide which will be used to support Madera Unified's three Board Goals: 1) Clarity and Consistency, 2) Changing Perceptions and Mindsets, and 3) Build a</p>	<p>LCFF Base: \$40,880</p> <p>LCFF S/C: \$396,580</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$369,207</p> <p>Restricted: \$0</p>

<p>3) Build a Culture of Excellence. By obtaining the Board Goals, Madera Unified will be able to meet the College and Career Readiness Guiding principle to increase the number of postsecondary options from the widest array of choices for students who graduate from our schools. The following media platforms will be used to strategically communicate and highlight innovative educational programs, new facilities and modernization, and other district achievements/ projects/ events/ information based on the LCAP:</p> <ol style="list-style-type: none"> 1. Create original print material such as flyers, mailers, newspaper, posters, data charts, and other informational content. 2. Digital marketing/communications such as social media, digital media, high-quality videos, employee newsletter, television, on-screen movie theater commercials, radio, ads, e-blast targeted emails, retouch ads targeted marketing, Search Engine Optimization (SEO), Customer Relationship Management (CRM)/Marketing Automation Success: (Management and configuration of marketing automation platform system to implement and manage the automated campaign process) 3. Program and event announcements such as Visual and Performing Arts (VAPA), Athletics, Extended Learning, Dual Language Instruction, and other student, staff and community activities 4. Crisis communication such as press releases, media kits, templates for emergency response to contact parents, staff, students, and the media 5. Video production such as high quality videos on Madera Unified programs shown at the Madera Cinema, Madera Minutes - latest news happening at Madera Unified, training videos, how-to videos, etc. 6. Website management such as the management of 29 Website 	<p>Culture of Excellence. By obtaining the Board Goals, Madera Unified will be able to meet the College and Career Readiness Guiding principle to increase the number of postsecondary options from the widest array of choices for students who graduate from our schools. The following media platforms will be used to strategically communicate and highlight innovative educational programs, new facilities and modernization, and other district achievements/ projects/ events/ information based on the LCAP:</p> <ol style="list-style-type: none"> 1. The status of this action is full implementation - Create original print material such as flyers, mailers, newspaper, posters, data charts, and other informational content. 2. The status of this action is full implementation - Digital marketing/communications such as social media, digital media, high-quality videos, employee newsletter, television (not needed this year), on-screen movie theater commercials, radio (not needed this year), ads, e-blast targeted emails, retouch ads targeted marketing, Search Engine Optimization (SEO), Customer Relationship Management (CRM)/Marketing Automation Success: (Management and configuration of marketing automation platform system to implement and manage the automated campaign process) 3. The status of this action is full implementation - Program and event announcements such as Visual and Performing Arts (VAPA), Athletics, Extended Learning, Dual Language Instruction, and other student, staff and community activities 4. The status of this action is full implementation - Crisis communication such as press releases, media kits, templates for emergency response to contact parents, staff, students, and the media 5. The status of this action is full implementation - Video production such as high quality videos on Madera Unified programs shown at the Madera Cinema, Madera Minutes - latest news happening at Madera Unified, training videos, how-to videos, etc. 6. The status of this action is full implementation - Website 	<p>Restricted: \$0</p>	
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<p>Liaisons hired on a stipend to update and maintain each school site's website. Multiple hours were invested in training each liaison to improve, code and maintain their website. Monthly working meetings were scheduled as well as one-on-one and small group meetings held. Explore other options for sub-website management as an alternative for Website Liaisons</p> <p>7. Event planning for special events such as the We Believe conference, Winter Showcase, etc.</p> <p>8. Media tracking such as a media mentions tracking sheet created to capture any mention of Madera Unified School District. Look into finding a media tracking search engine in order to save time on having to search the web for stories and mentions of Madera Unified</p> <p>Additional actions to improve strategic communication and marketing of district work:</p> <p>9. Training and professional development for communications staff such as Storybrand Marketing training, hands-on videography training, Adobe Suite advanced training, etc. to increase internal capacity to develop original high-quality videos, stills, audio, and graphics, etc. for effective and strategic communications.</p> <p>10. Contracts and partnerships such as with KMPH news, the Madera Tribune, WorkingArts Marketing, GP Visuals, and other media outlets</p> <p>11. Software such as MUSD Glass. MUSD Glass will be implemented as a communication tool for the MUSD district board of education to support with departmental updates pertaining to the budget, etc. (see appendix H to view MUSD Glass) Software has not been implemented. Development is in the works but not completed and ready for use. Development, implementation and marketing</p>	<p>management such as the management of 29 Website Liaisons hired on a stipend to update and maintain each school site's website. Multiple hours were invested in training each liaison to improve, code and maintain their website. Monthly working meetings were scheduled as well as one-on-one and small group meetings held. Explore other options for sub-website management as an alternative for Website Liaisons</p> <p>7. The status of this action is full implementation - Event planning for special events such as the We Believe conference, Winter Showcase, etc.</p> <p>8. The status of this action is full implementation - Media tracking such as a media mentions tracking sheet created to capture any mention of Madera Unified School District. Look into finding a media tracking search engine in order to save time on having to search the web for stories and mentions of Madera Unified</p> <p>Additional actions to improve strategic communication and marketing of district work:</p> <p>9. The status of this action is full implementation - Training and professional development for communications staff such as Storybrand Marketing training, hands-on videography training, Adobe Suite advanced training, etc. to increase internal capacity to develop original high-quality videos, stills, audio, and graphics, etc. for effective and strategic communications.</p> <p>10. The status of this action is full implementation - Contracts and partnerships such as with KMPH news, the Madera Tribune, WorkingArts Marketing, GP Visuals, and other media outlets</p> <p>11. The status of this action is full implementation - Software such as MUSD Glass. MUSD Glass will be implemented as a communication tool for the MUSD district board of education to support with departmental updates pertaining to the budget, etc. (see appendix H to view MUSD Glass) Software has not been implemented. Development is in the works but not completed and ready for use. Development, implementation and marketing of the</p>		
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<p>of the LCAP Glass online which will be used to provide stakeholders with updates on the progress made on LCAP actions.</p> <p>12. Continue to expand the equipment and technology necessary to support the production of high-quality content and material. Purchase special equipment necessary for high quality video, audio, photography, graphics, etc. for audio, video recording, photography, etc.</p> <p>13. Communication from Madera Unified will be available in the predominant languages within the local community. Communications translated/interpreted in Spanish such as mailers, videos, flyers, other material and district data needed to communicate the LCAP. Look into hiring a part-time translator/interpreter who can ensure all communications to the community are provided in Spanish in a timely manner.</p> <p>14. Communications event/project management calendar - Developed a communications management calendar and recurring items have been added - actual implementation needs work to include details of events</p>	<p>LCAP Glass online which will be used to provide stakeholders with updates on the progress made on LCAP actions.</p> <p>12. The status of this action is partial implementation - Continue to expand the equipment and technology necessary to support the production of high-quality content and material. Purchase special equipment necessary for high quality video, audio, photography, graphics, etc. for audio, video recording, photography, etc. has been placed on hold due to lack of facility space for a greenroom/ storage room.</p> <p>13. The status of this action is partial implementation - Communication from Madera Unified will be available in the predominant languages within the local community. Communications translated/interpreted in Spanish such as mailers, videos, flyers, other material and district data needed to communicate the LCAP. Look into hiring a part-time translator/ interpreter who can ensure all communications to the community are provided in Spanish in a timely manner is currently on hold due to using district translators for now.</p> <p>14. The status of this action is partial implementation - Communications event/project management calendar - Developed a communications management calendar and recurring items have been added - actual implementation needs work to include details of events. Department has been using a district events calendar as well.</p>		
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Analysis for Goal 4

Describe the overall implementation of the actions/services to achieve the articulated goal.

<ul style="list-style-type: none"> ● Action 4a.1: Continue to maintain and expand parent resource centers <ul style="list-style-type: none"> ○ Rating: Strong Implementation ○ Rationale: <ul style="list-style-type: none"> ■ Nine (9) PRCs are currently in full operation, providing families with relevant academic and support services. PRCs provide FREE personal and/or professional development on a wide variety of topics including early childhood education, stages of child development, and how to successfully navigate the public school system throughout the school year. Classes and resources are available in English and Spanish. ● Action 4a.2: Maintain and Expand Supports for Foster, Homeless, Migrant, Teen Parents and Other Unique Student Population Groups <ul style="list-style-type: none"> ○ Rating: Strong Implementation

- Rationale:
 - Implementation of supports for Foster, Homeless youth was moving smoothly until the temporary loss of staff
- **Action 4a.3: Maintain and Expand Adult Education Program**
 - Rating: Strong Implementation
 - Rationale:
 - Development of HHA program needs to be developed to have a complete program.
 - Our EMT program is fully operational with a high percentage of students completing the program.
- **Action 4b.1: Continue Partnering with Community-Based Organizations to Help Develop Parent Leadership in LCAP Engagement and Annual Budget Process**
 - Rating: Moderate Implementation
 - Rationale:
 - The implementation process for the work which MCCJ is partnering with the district on needs to be improved to garner better results. The calendar needs to be clearly defined well in advance to allow for enough time for MCCJ staff in partnership with MUSD staff to market the LCAP community meetings to parents, staff and students.
- **Action 4b.2: Maintain and update LCAP Dashboard**
 - Rating: Moderate Implementation
 - Rationale:
 - Dashboard indicators need to be updated to reflect the new California Dashboard 5 x 5 color system
- **Action 4b.3: Maintain and expand interpretation and translation services**
 - Rating: Full Implementation
 - Rationale:
 - Since September 2017, translators have documented the functions of their work by maintaining a monthly time-accountability log. Data is collected monthly regarding time spend translating documents or interpreting oral meetings for special education and non-special education functions. Data is aggregated monthly to calculate totals of time spent on special education, site or district functions. Superintendents Executive Cabinet and Chief Financial Officer developed a chart categorizing translation/interpretation services covered by special education, district office and each site.
- **Action 4b.4: Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community**
 - Rating: Full Implementation
 - Rationale:
 - Press release templates have been created in Salesforce and are readily available. The development of crisis communications for emergency responses is ongoing. With the CALSPRA membership relative content is gathered from other districts and COEs Communications departments to assist in the implementation of our crisis communication plan.
 - Website liaison's are hired to maintain school websites. A number of website liaison's are teachers. Ensuring website liaison's updated websites in a timely manner was a challenge due to competing priorities and the inability for website liaison's to consistently attend monthly meetings.
 - The communications team was able to purchase a second camera with video capabilities which includes a higher resolution. A second camera has allowed the team to focus one camera on capturing photos while the other camera captures video footage allowing for more footage to choose from. A camera microphone was also purchased for better sound quality. A greenroom for photography and video shoots has been on the list of communications requests.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- **Action 4a.1: Continue to maintain and expand parent resource centers**
 - Rating: Good
 - Rationale:
 - The PRCs bridge a host of diverse programs and services under one roof, creating unique and centrally located services dedicated to strengthening families and facilitating their efforts to support their children to succeed in school and beyond. Services are available M-F, 8:00 am to 8:30 pm. Family interactive workshops operate as knowledge and skill-building experiences that focus on learning strategies geared toward 1st - 6th-grade students. Parents and children learn side-by-side and are provided with culturally-enriching literacy, mathematics, and wellness activities along with "take-home" activities that extend learning experiences for themselves and their children beyond the workshops settings.
- **Action 4a.2: Maintain and Expand Supports for Foster, Homeless, Migrant, Teen Parents and Other Unique Student Population Groups (change in action and/or services; refer to page 109)**
 - Rating: Fair
 - Rationale:
 - Staff met with Migrant Junior and Seniors twice each semester; Scholarships were completed for those who qualified as well as FAFSA. Student Advocate was responsible for speech and debate competition and 8 were selected at the regional level and 3 of the 8 made it to the state level
 - Difficult to capture all students identified. Analyze current staffing needs to look at additional staffing as needed
 - Collaboration between Migrant Education and Curriculum and Instruction (Elementary) provided rigorous and structure curriculum, Professional Development, Coaching and Modeling lessons during the 10 weeks of the Migrant Math Mindset Academy.
- **Action 4a.3: Maintain and Expand Adult Education Program (change in action and/or services; refer to page 111)**
 - Rating: Good
 - Rationale:
 - CNA program has been a very successful program. Development of HHA program needs to be developed to have a complete program.
 - Our EMT program is fully operational with a high percentage of students completing the program.
- **Action 4b.1: Continue Partnering with Community-Based Organizations to Help Develop Parent Leadership in LCAP Engagement and Annual Budget Process**
 - Rating: Fair
 - Rationale:
 - The goal for the LCAP community meeting was to have 30 attendees participate at each LCAP meeting held at our school sites. Only 2 out of 10 meetings met this goal. Therefore, MCCJ held 3 additional LCAP community meetings. Overall, a total of 267 people attended the LCAP community meetings. However, the goal was to have a total of 300 attendees (10 meetings * 30 attendees each meeting).
- **Action 4b.2: Maintain and update LCAP Dashboard**
 - Rating: Fair
 - Rationale:
 - LCAP Dashboard indicators need to be updated to the new California Dashboard 5 x 5 color system. This reduces the overall effectiveness of the tool.
- **Action 4b.3: Maintain and expand interpretation and translation services**
 - Rating: Exemplary
 - Rationale:
 - Pre-employment Proficiency Test and minimum requirements as stated on job description have produced an exemplary pool of candidates who are highly skilled in interpreting complex written

translation work of various documents and activities (district & site meetings) into Spanish or English.

- **Action 4b.4: Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community**
 - Rating: Good
 - Rationale:
 - The quality of the original content created has increased significantly. For example, the Dual Language Instruction Brochure is visually appealing and has been helpful for the marketing of the DLI program within the Madera Unified community. Additionally, the quality of the We Believe Magazine is tremendous and unsolicited positive feedback has been given by many staff, parents and community members.
 - The action has met the effectiveness goals for the service. Over 200 people registered for the We Believe Conference using Salesforce. Marketing automation was used to send unique messages to people based on whether they registered for the conference or not.
 - Due to requiring monthly website audits completed by the website liaison and then signed by the principal the completion of them in a timely manner has increased. The monthly working meetings and one-on-ones has helped increase the skill set of some website liaison where they are able to problem solve on their own. However, having teachers or schools staff as website liaisons come with a lot of obstacles around time. Multiple hours were put in to help assist the website liaison with training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures: LCFF Base \$40,880, S&C \$3,142,999, Restricted \$3,973,763

Estimated Actual Expenditures: LCFF Base \$5,754 S&C \$2,875,706, Restricted \$4,487,156

Difference: LCFF Base -\$35,126, S&C -\$276,294, Restricted \$513,393

Explanation: The minor differences in budgeted expenditures compared to estimated actuals is due to budget carryover and reduced budgets due to vacant roles not filled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Planned Changes for Goal:

Planned Changes for Expected Outcomes:

Planned Changes for Metrics:

Planned Changes for Actions/Services:

- Change sub-action within the action of “Maintain and Expand Supports for Foster, Homeless, Migrant, Teen Parents and Other Unique Student Population Groups” - 4A.2
 - Remove subaction - “Expansion of “Fencepost” Mentoring program for Foster”
 - Remove subaction - “Expansion of “Fencepost” to include Homeless”
 - Remove subaction - “Cal-SAFE Program will establish a system for students to utilize Dial-a-Ride services at no cost to the participating Cal-SAFE students based on need for transportation that is not met through MUSD Transportation Department for students residing within the two-mile radius of schools.” since it is a repeat of the sub-action on “Cal-SAFE program transportation support”
 - Remove subaction - “Migrant students in the secondary level received 3 session of Academic Advising by the Migrant Counselor in the Fall and Spring semesters.” This position is being eliminated by Region III due to limited funding.
- Change sub-action within the action of “Maintain and Expand Adult Education Programs” 4A.3
 - To delete Data Entry and now include Quickbooks and look like the following:
 - Individual Classes
 - a. MS Word 2010 Level I and II
 - b. MS Excel 2010 Level I and II
 - c. MS PowerPoint 2010
 - d. MS Access 2010
 - e. Quickbooks
 - f. Keyboarding I, II, and Advanced

STAKEHOLDER ENGAGEMENT

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

Madera Unified held LCAP community engagement meetings with the following stakeholder groups between the months of December 2018 to April 2019:

- Parents / Guardians
- Students / Youth
- Employees / Administration (includes both classified and certificated employees)
- Community-based Organizations / Advocacy Groups

Parents As Leaders Program: Madera Unified partners with Madera Coalition for Community Justice (MCCJ) to offer a program that has given parents the opportunity to see themselves as leaders in their community and take an active role in their children’s education. The LCAP process is part of the curriculum that parents learn throughout this program. Graduates of the program continuously participate and further develop their skills via the LCAP process, helping to facilitate the LCAP community meetings throughout the school year. Many of the graduates are now involved in their children’s schools, participating in Parent Club, District English Learner Advisory Committee (DELAC), English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), Migrant Parent Advisory Council (MPAC), and School Site Council (SSC).

Total number of Parents As Leaders program graduates YTD: 170

LCAP Community Meetings held on a Saturday: LCAP community meetings were held with parents, students, staff, and community members to obtain their feedback. From December 2018 to March 2019, a total of three LCAP community meetings were held at different school sites on a Saturday to allow for more time to obtain feedback. The table below provides the date, location, and the number of attendees for each meeting:

Date	Location	Total # of Attendees
12/1/18	Virginia Lee Rose Elementary School	154
1/19/19	Jack G. Desmond Middle School	50
3/23/19	Madera South High School	69
Total Attendees		273



Photos: Parents, students, staff, and community members attended the meetings on a Saturday and provided their feedback.

2018-19 LCAP feedback approach: In order to obtain better quality feedback from community members, attendees focused on developing root cause hypothesis on the following problem statement utilizing a protocol called the 5 whys to answer the following question. “If research shows that PBIS is effective, why are only 22% of students across Madera Unified excited to come to class?” People in attendance discussed their ideas in small groups and then shared their change ideas with the entire group of attendees.

The parents generated a number of unique ideas/recommendations. Please use the following URL to access the detailed parent notes <http://www.madera.k12.ca.us/Page/8571>. The top parent feedback items were the following:

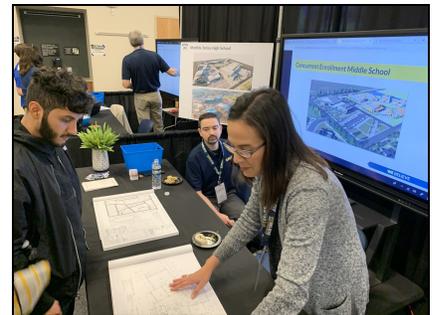
Date	Change Ideas
12/1/18	<ul style="list-style-type: none"> • By reducing class size, teachers will be better able to attend to the students and the school climate teachers and students will improve • Parent involvement should be increased by encouraging parents to attend a project/ class meeting where parents should be reminded to bring another parent. • Teachers should be trained properly to help and support students, if needed, teachers should be suspended or moved to an alternative school • Focus on anti-bullying among students, parents, and teachers • Implement collaboration between teachers, students and parents (workshops). Include extended office hours after school 5 - 8 p.m. to have access to teachers, counselors, VPs and principals • Teach parents, personnel and students through training on how to be tolerant and respectful, ask for forgiveness and accept apologies, and how to manage students' problems to give them assurance. This will construct better relationships between personnel and students.
1/19/19	<ul style="list-style-type: none"> • School Climate - Recognize students for their efforts, recognize teachers and staff who are willing to work a little harder. Counselors should be more involved with students, and for schools and parents to be made aware of cyberbullying • The surveys should be made mandatory for all students. Support needs to be offered to teachers going through personal issues. • Change teaching method and offer support for students needing extra help. Smaller class size • Teachers do not pay attention to students who are falling behind - Offer questionnaires to students in classrooms a few times a week so that students can comment on their struggles and concerns • Better Communication - provide training workshops for teachers on how to motivate and have better communication with students
3/23/19	<ul style="list-style-type: none"> • Creating smaller class sizes • Reduce Class Size to 20-25 students per teacher or provide teacher assistant (aide) • Parent Involvement - Parents should look into school programs, attend a meeting with the student's counselor, and parents should learn how to email teachers • Work as a team - Schools need more pressure from MUSD. Teachers should be open to expressing their opinions, concerns, and needs



Additional LCAP Community Meetings: Madera Unified partners with local community organization Madera Coalition for Community Justice (MCCJ) to provide additional LCAP community meetings during the weekday.

Date	Location	Total # of Attendees
3/18/19	Chavez Elementary School (AM)	15
3/18/19	Washington Elementary School (PM)	20
3/20/19	Dixieland School	8
3/21/19	Washington Elementary School (AM)	25
3/21/19	Madera South High School (PM)	24
3/22/19	Madera Lutheran Church (AM)	34
3/22/19	Madera Lutheran Church (PM)	18
3/29/19	MCCJ Padres Unidos	18
4/3/19	Madera High School	8
4/5/19	MCCJ Padres Unidos	18
4/8/19	Sierra Vista Elementary	14
4/9/19	Monroe Elementary School (AM)	37
4/9/19	Lincoln Elementary School (PM)	23
Total Attendees		262

We Believe Conference: Madera Unified held its second annual We Believe conference on March 14, 2019. This year's theme was *Having a Growth Mindset* and attendees enjoyed a tradeshow feel while seeing the many programs offered at Madera Unified. Many of the booths were led by students who engaged with stakeholders, shared their experiences, answered questions and requested feedback. Over 200 parents, students, staff, and community members gathered to learn about on-going projects at Madera Unified and to provide their feedback. The event also featured two high school student speakers who shared their experience on having a growth mindset.



Student Meetings: On March 20, 2019, Madera Youth Leaders held an LCAP meeting with senior students to obtain their feedback at Madera South High School during their 5th period Civics and Econ class. A total of 220 students completed a survey.

LCAP Student Survey Comments and Recommendations

What can schools do to improve student achievement?	How can schools help students feel more safe and connected at school?	Other
<p><i>"Study hall - First Period."</i></p> <p><i>"Tutors before and after school-(college students)"</i></p> <p><i>"Focus on real life skills that will help after high school. (how to file taxes, applying / building credit, managing money)"</i></p>	<p><i>"Random drug tests."</i></p> <p><i>"More attention to mental health of students. Most of us are depressed and stressed."</i></p> <p><i>"Character building activities."</i></p> <p><i>"Smoke detectors in bathrooms."</i></p>	<p><i>"Later start time."</i></p> <p><i>"Better counselor support."</i></p> <p><i>"..75% of my school doesn't drink milk. Students prefer water."</i></p> <p><i>" Provide all 9th grade students with a college trip experience."</i></p>

Parent Committee Meetings: During the 2018-19 school year, LCAP feedback meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Parent committees include Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC). Please use the following URL to access the detailed parent committee notes <http://www.madera.k12.ca.us/Page/8571>.

The table below provides the dates of the meetings and the number of attendees:

Date	Meeting Type	Total # of Attendees
9/19/18	Parent Advisory Committee	14
10/3/18	Parent Advisory Committee	15
10/24/18	Parent Advisory Committee	16
11/28/18	Parent Advisory Committee	19
12/17/18	District English Language Advisory Committee	11
1/30/19	Parent Advisory Committee	15
2/4/19	District English Language Advisory Committee	8
2/20/19	Parent Advisory Committee	16
3/13/19	Parent Advisory Committee	15
4/3/19	Parent Advisory Committee	16
4/23/19	District English Language Advisory Committee	11
5/15/19	Parent Advisory Committee	10
Total Attendees		145

PAC Recommendations Presented to Board

- (#1) Communication/Partnership between parents/school (#2)

- Parent Support handbook (annual change)
 - w/parent input w/services and intervention
 - Clarity/consistency
 - Parent Rights
 - Translation in multiple languages
 - Back-to-school presentation by the principal or other administrators
 - Mandatory meetings
 - More teacher-parent conferences

- (#2) Bullying Education/Prevention at all levels in school - emphasis on 7th through 8th grade (middle school)

- (#3) Student advocates at all ages

The PAC feels that these recommendations will help improve our school climate across the district.

Other Items Suggested During the Feedback Session:

- Motivation/welcoming school climate
 - Teacher incentives - to stay late and work extra hours
 - Staff recognition (we appreciate our staff)
- Tutoring across all schools
- More electives for all students
- The inclusion of Students with Disabilities in clubs and activities
- Reading labs
- More full-time subs (high-quality)
- Increase gang intervention and manners
- More Career Fairs
- Later late buses

DELAC Recommendations Presented to Board (with revisions)

- Hire staff to support in-class modeling to present lessons to support EL students
 - Change material/ delivery of material
- Three mandatory teacher/ parent conferences
- Teacher's ability to understand the needs of EL student; teachers need to get to really know EL students

Other Recommendations:

- Encourage teachers to make learning fun/memorable/relevant to students
- Change Idea
 - change material/ delivery method of material
 - involve students in their learning

- Change Ideas

- School isn't engaging to students
 - Add more teachers
 - Provide less subjects for teachers to plan for, gives more time to plan
 - Principals to provide motivation to teachers to be part of the solution on engaging students more effectively
 - Involve teachers in how money is spent rather than just board members, give them a voice to recommend what they feel schools/ students need
 - SSC is making all decisions, involve more teachers and students in the process
 - Provide opportunities for students to voice their opinions regularly about their learning/ teacher effectiveness/ in-class motivation provided by the teacher

- Lack of motivation (problem)

- Not feeling integrated
- Difference in language
- Trust building (teachers-students)
- Lack of communication

- Teachers becoming more motivating
- Teacher's ability to understand the needs of EL students
- Parent involvement
- Support for EL students
- More staff to monitor EL students, working in small group

Teacher Meetings: During the 2014-15 school year, Madera Unified Teachers' Association (MUTA) held LCAP input meetings where they were asked to provide their respective feedback on the resources needed to address the district's goals. Over 1,000 teachers participated in the LCAP input meetings. The teacher meetings generated 47 pages of notes on how to meet our district goals and state priorities. Since then, teachers have held meetings at their school sites to review the information and make updates. During the 2018-19 school year, teachers were asked to review the historical feedback and determine which items were fully completed, partially completed, not completed or not applicable. Additionally, teachers added new items to the list which they felt should be prioritized. Please use the following link to access the teacher feedback → <https://www.madera.k12.ca.us/Page/9862>.

Classified Meetings: During the 2018-19 school year, a meeting was held with the California School Employees Association (CSEA) president to discuss obtaining feedback from CSEA members. Classified employees received an email containing the link to the LCAP online survey (see results under LCAP Community Online Survey).

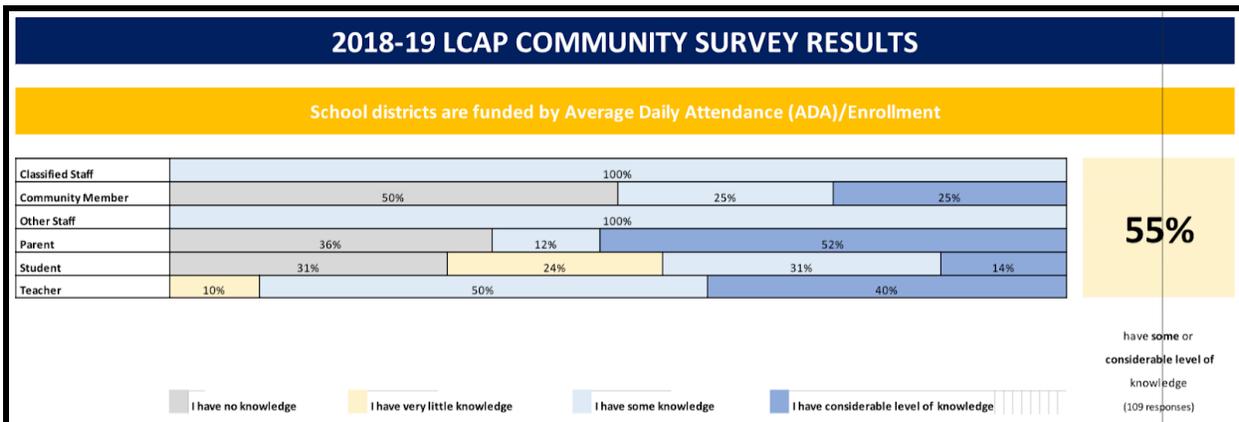
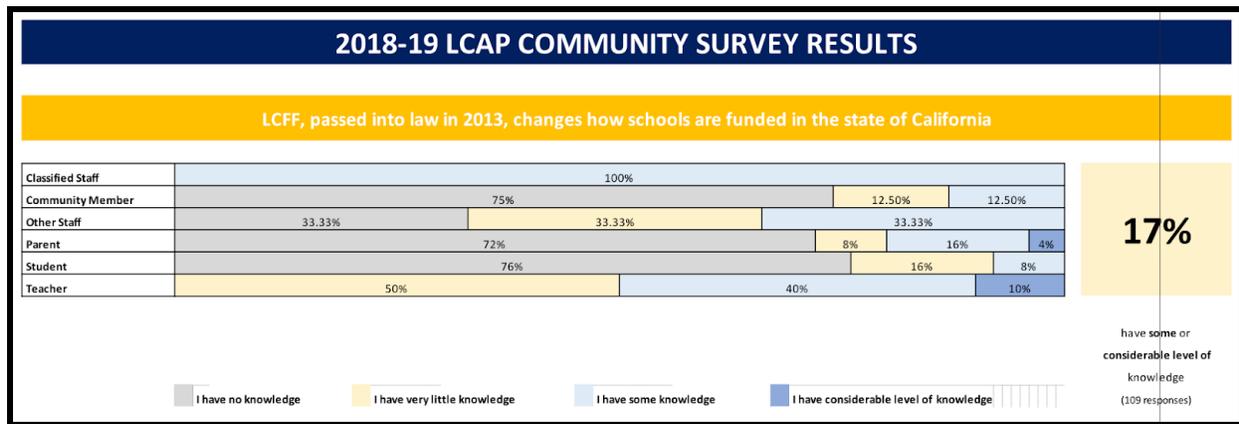
Strategic Academic Planning (SAP) Meetings: During the 2018-19 school year, the school district included SAP time into the school year. The purpose of the plan is to identify the resources needed to accelerate student learning at each of the school sites.

Date	Meeting Type
8/6/18	SAP Day 1
9/4/18	SAP Presentations: Cohort 4
9/6/18	SAP Presentations: Cohort 1 & 2
9/7/18	SAP Presentations: Cohort 3 & Alt Ed Cohort
9/13/18	SAP Presentations: Cohort 5 & HS Cohort
9/14/18	SAP Presentations: Cohort 6 & MS Cohort
10/8/18	SAP Day 2
10/9/18	SAP Validation Visit
10/10/18	SAP Validation Visit
10/11/18	SAP Validation Visit
10/12/18	SAP Validation Visit
3/11/19	SAP Day 3

LCAP Community Online Survey: During the 2018-19 school year, Madera Unified sent out a survey via email to parents, students, staff and the community. Parents were also encouraged to complete the survey at the LCAP community meetings held by MCCJ. Please use the following link to access the entire LCAP community survey results <https://www.madera.k12.ca.us/Page/8371>.

Total survey respondents: 110

Below is a summary of this year’s survey results:



LCAP Community Meetings

State Priority 1 Student Achievement	State Priority 2 Student Engagement	State Priority 3 Other Student Outcomes	State Priority 4 School Climate
Ranked 1st			
<ul style="list-style-type: none"> Academic supports for struggling students 	<ul style="list-style-type: none"> Increase extra-curricular activities 	<ul style="list-style-type: none"> More support for students taking college preparatory experience exams 	<ul style="list-style-type: none"> Social Emotional Learning
Ranked 2nd			
<ul style="list-style-type: none"> Stronger academic program 	<ul style="list-style-type: none"> Connecting students to community resources 	<ul style="list-style-type: none"> More college and career field trips 	<ul style="list-style-type: none"> Provide for physical, mental, health nutrition & wellness support services
Ranked 3rd			
<ul style="list-style-type: none"> More or better access to technology 	<ul style="list-style-type: none"> More college and career field trips 	<ul style="list-style-type: none"> Advanced Placement (AP) courses (courses that provide students the ability to get college credit) 	<ul style="list-style-type: none"> Positive culture programs

LCAP Community Meetings

State Priority 5 Parent Involvement	State Priority 6 Basic Services	State Priority 7 Implementation of State Standards	State Priority 8 Course Access
Ranked 1st			
<ul style="list-style-type: none"> Training for teachers 	<ul style="list-style-type: none"> Teacher recruitment, selection and support 	<ul style="list-style-type: none"> Intervention classes 	<ul style="list-style-type: none"> More career oriented enrichment opportunities offered during extended learning time
Ranked 2nd			
<ul style="list-style-type: none"> Intervention classes 	<ul style="list-style-type: none"> Custodians and clean schools 	<ul style="list-style-type: none"> Training for teachers 	<ul style="list-style-type: none"> Access to career counseling and guidance to students and families K-12
Ranked 3rd			
<ul style="list-style-type: none"> More planning time for site staff 	<ul style="list-style-type: none"> Access to teaching materials and textbooks 	<ul style="list-style-type: none"> More planning time for site staff 	<ul style="list-style-type: none"> Access to specialized programs (e.g. Advanced Learners)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As stated within the recommendations from both the DELAC and PAC, parents would like to have additional parent teacher conference nights to discuss their child's overall performance and learn about ways they can partner with the teacher to help their child succeed. Significant changes will be made to the 2019-20 calendar to increase the number of parent teacher conferences for all parents at our elementary schools from one conference a year to three. During the conference, parents and teachers will review their report card and also the grade level readiness multiple measure report called Me to Be. Furthermore, elementary schools will hold two early out days a week which will allow teachers additional opportunities to collaborate as professional learning communities. This speaks to the feedback received during the community meetings related to providing site staff with additional planning time.

GOALS, ACTIONS, & SERVICES

Strategic Planning Details and Accountability

Select from: New Goal, Modified Goal, or Unchanged Goal

Goal 1 Equitable Access to Rigorous High-Level Programs

State Priorities addressed by this goal: 1, 2, 4, 5, 7, 8

Local Priorities addressed by this goal: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Identified Need:

Strong Core Academic Programs - Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Readiness Indicator - % of students graduated as prepared or well prepared for college or career	Pending: This indicator requires multiple measures such as CAASPP ELA and math, CTE pathway completion with a grade C or better in the capstone course, AP exams, IB exams, dual enrollment, and A-G completion	Pending: Baseline required	Increase Internal Calculations indicate 35% of students graduated as prepared for college or career 30.5% of students graduated as prepared for college or career based on Fall 2017 California Dashboard	Increase Internal Calculations indicate 35% of students graduated as prepared for college or career 39.8% of students graduated as prepared for college or career based on Fall 2018 California Dashboard
A-G Requirements Number of students who completed their A-G requirements upon graduation	TBD: 2017 summer school needs to be concluded in order to calculate the percent of students who met the A-G requirements	TBD	Increase 42.3% or 465 out of 1098 graduates in 2016-17 met UC/CSU A-G requirements	Increase 35.6% or 447 out of 1256 graduates in 2017-18 met UC/CSU A-G requirements
CTE Pathway Number of students who completed a CTE Pathway upon graduation	TBD: 2017 summer school needs to be concluded in order to calculate the percent of CTE completers	TBD	Increase 283 CTE completers for the 2016-17 school year	Increase 303 CTE completers for the 2017-18 school year
AP Exam Percent of students who passed the AP exam with a score of 3 or higher (Formula: number of students who scored 3 or higher divided by the total number of test takers)	TBD: Baseline scores are expected to be released in July of 2017	Increase TBD	Increase Of 545 students who participating in AP testing, 265 passed one or more exams - that is approximately 49% as of the 2016-17 school year	Increase Of 552 students who participating in AP testing, 201 passed one or more exams - that is approximately 36% as of the 2017-18 school year

Early Assessment Program (EAP) Percent of students who are ready for English and/or mathematics college-level coursework (Formula: number of students who scored 'Standard Exceeded' divided by total test takers in 11th grade)	ELA: 13% Math: 4%	ELA: 15% Math: 6% (+2%)	ELA: 17% (+2%) Math: 8% (+2%) SSI Projection for 2017-18 school year: ELA: 13% (Not Met) Math: 8% (Met)	ELA: 19% (+2%) Math: 10% (+2%) Actual 2017-18 performance: ELA: 10.14% Math: 2.62%
Postsecondary Enrollment % of graduates who enroll in a postsecondary education	57.3%	62.3% (+5%)	67.3% (+5%) (lags 1 year) Actual: 68.6% for 2016-17	72.3% (+5%) (lags 1 year) Actual: 70.27% for 2017-18
FAFSA Completion Rate % of 12th grade students who completed the FAFSA	66.6%	71.6% (+5%)	Original: 76.6% (+5%) Modified: 70.6% (+2%) Modified: 68.6% (+2%) 2017-18 Actual: 68.6%	Original: 81.6% (+5%) Modified: 72.6% (+2%) 2018-19 Actual: 61.14%
SAT Participation Number of students who took the SAT	348 students	Original: 400 students (+52)	Original: 450 students (+50) Modified: 95% of 11th Grade Population Modified: 95% of 11th Grade Population Actual: approx. 1,273	Original: 500 students (+50) Modified: 95% of 11th Grade Population 2018-19 Actual: 1045 students
SAT Scores Number of students who scored 1,000 or higher on the SAT	138 students or 40%	180 students or 45% (+5%)	225 students or 50% (+5%)	275 students or 55% (+5%) 2018-19 Actual: 328 students
Graduation Rate Percent of students who graduated based on four-year graduation cohort. Based on the criteria provided by the California Dashboard, the graduation rate does not include alternative high schools.	Official State Dashboard scores will be released in November 2017 Maintain (94.5% graduation rate in prior year)	Maintain	Maintain (lags 1 year) 94.5% graduation rate in 2015-16	Maintain (lags 1 year) 91.3% graduation rate in 2017-18
High School Dropout Rate Percent of students in grades 9-12 who dropped out of school	Pending: The 2016-2017 preliminary high school dropout rate is expected to be released in the fall of 2017. The district had a 6.7% dropout rate in the previous year of 2015-16.	7%	Original: 7% Modified: Decrease The district had a 1.3% dropout rate for the 2015-16 school year	Original: 7% Modified: Decrease The district had a 5.5% dropout rate for the 2017-18 school year

1 or More Ds or Fs on Report Card Number of students in grades 2-12	9888 students	9000 students	Original: 9000 students Modified: Decrease Actual: 8880 students 2017-18	Original: 9000 students Modified: Decrease Projected: 8500 students in 2018-19
CAASPP ELA DF3 Average distance from the minimum scale score needed to achieve level 3 in ELA	Official State Dashboard scores will be released in November 2017 Preliminary: -45.6 points away from level 3 [YELLOW] (as of 5/25/2017)	-35 points away from level 3 [YELLOW] (+10.6)	-20 points away from level 3 [YELLOW] (+15) -45.8 points away from level 3 [YELLOW] 2016-17 Projection: -29.9 points away from level 3 [YELLOW] (+15.9) This is based on our projection model - the Student Success Indicator (SSI) - 2017-18	-5 points away from level 3 [GREEN] (+15) -43.1 points away from level 3 [ORANGE] 2017-18
CAASPP Math DF3 Average distance from the minimum scale score needed to achieve level 3 in Math	Official State Dashboard scores will be released in November 2017 Preliminary: -78.6 points away from level 3 [YELLOW] (as of 5/25/2017)	-65 points away from level 3 [YELLOW] (+13.6)	-50 points away from level 3 [YELLOW] (+15) Projection: -40.5 points away from level 3 [YELLOW] (+32.5) This is based on our projection model - the Student Success Indicator (SSI) 2017-18	-35 points away from level 3 [YELLOW] (+15) -74.2 points away from level 3 [ORANGE] 2017-18
CAST (Science)	<i>Transition Year</i> (No Science Assessment)	TBD - CAST	Baseline Required	Baseline Required
Scholastic Guided Reading Assessment Percent of students in grades K-2 who are reading at grade level	<i>Projection:</i> 48% of students are reading at grade level	55% of students will be reading at grade level (+7%)	60% of students will be reading at grade level (+5%)	65% of students will be reading at grade level (+5%)
Scholastic Reading Inventory Percent of students in grades 3-6 who are proficient or advanced	<i>Projection:</i> 29% of students are reading at a proficient or advanced level	35% of students will be reading at a proficient or advanced level (+6%)	40% of students will be reading at a proficient or advanced level (+5%) 2017-18 Projection: 36% (based on historical data); pending official results	45% of students will be reading at a proficient or advanced level (+5%) 2018-19 Projection: 49% (based on historical data); pending official results
Local Interim Assessment - ELA Percent of students in grades 2-11 who met or exceeded the standard on the post-assessment	Original: 34% of students in grades 2-8 and 11 met or exceeded the standard on the local ELA interim assessment	Original: 40% of students in grades 2-8 and 11 will meet or exceed the standard on the local ELA interim assessment (+6%)	Local Interim Assessment Retired during the 2017-18 school year 2017-18 New - NWEA Map Growth Assessment - ELA Percent of students in grades 3-11 above the national norm Actual 2017-18 results from the winter assessment showed 27.6% of students in grades 3-11 scoring above the national norm in English language arts	Original: 50% of students in grades 2-8 and 11 will meet or exceed the standard on the local ELA interim assessment (+5%) Modified: Increase Actual 2018-19 results from the winter assessment showed 31.8% of students in grades 3-11 scoring above the national norm in English language arts

Local Interim Assessment - Math Percent of students in grades 2-11 who met or exceeded the standard on the post-assessment	Original: 31% of students in grades 2-8 and 11 met or exceeded the standard on the local math interim assessment	Original: 35% of students in grades 2-8 and 11 will meet or exceed the standard on the local math interim assessment (+4%)	Original: 40% of students in grades 2-8 and 11 will meet or exceed the standard on the local math interim assessment (+5%) Modified: Increase 2017-18 New - NWEA Map Growth Assessment - Math Percent of students in grades 3-11 above the national norm Actual 2017-18 : Results from the winter assessment showed 22.8% of students in grades 3-11 scoring above the national norm in mathematics	Original: 45% of students in grades 2-8 and 11 will meet or exceed the standard on the local math interim assessment (+5%) Modified: Increase Actual 2018-19 : Results from the winter assessment showed 22.1% of students in grades 3-11 scoring above the national norm in mathematics
English Learner Progress Indicator Percent of English Learners making progress toward language proficiency plus those reclassified in the prior year.	Official State Dashboard scores will be released in November 2017 Preliminary: 1617 Status: 65.0% (4033/6203) Change: -0.4% [ORANGE]	TBD - ELPAC	Original: TBD - ELPAC Modified: Increase 2016-17 69.4% of English Learner students demonstrated progress toward English language proficiency as measured by CELDT and reclassification.	Original: TBD - ELPAC Modified: Increase 2017-18 ELPAC, 64.2% of English Learner students scored a level 3 or 4
LTEL Rate Percent of students who are considered long-term English Learners	14.0% (897/6389) of English learner students in grades 6-12	12.0% of English learner students in grades 6-12 (-2%)	Original: 10.0% of English learner students in grades 6-12 (-2%) Modified: Decrease 2016-17 14.0% (897/6389) of English learner students in grades 6-12 2017-18 Actual: 15% (973 out of 6449)	Original: 8.0% of English learner students in grades 6-12 (-2%) Modified: Decrease 2018-19 Actual: 29% (1478 out of 5090)
Reclassification Rate Percent of English Learners who were reclassified as fluent English proficient	12.6%	14% (+1.4%)	15% (+2%) Modified: Increase 2017-18 Actual: 10% (638 students)	16% (+2%) Modified: Increase 2018-19 Actual: 10% (642 students)
Standards-aligned Instructional Materials All students will have the availability of standards aligned instructional materials	100% of students served	100% of students will be served	100% of students will be served	100% of students will be served
Broad Course of Study All students will have access to a broad course of study	100% of students served	100% of students will be served	100% of students will be served	100% of students will be served

PLANNED ACTIONS/SERVICES

Action 1A.1 Implementation of College and Career Readiness Initiatives

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Increase access to rigorous academic programs 2. Implementation of Career Pathways 3. Targeted Professional Development for CTE Teachers 4. Future career opportunities 5. Career awareness exposure in the elementary years 6. Paid Student Internship Opportunities 7. Explore transportation options for students to take part in paid student internship opportunities 8. Maintain Madera Unified Online Course Guide 9. Development and implementation of Counselor Handbook 10. PSAT for grades 8-9, NMPSAT for grade 10, and SAT for grades 11-12 11. Complete college applications 12. Pilot personalized learning at select schools 	<ol style="list-style-type: none"> 1. Increase access to rigorous academic programs 2. Implementation of Career Pathways 3. Targeted Professional Development for CTE Teachers 4. Future career opportunities and Career awareness exposure in the elementary years 5. Paid Student Internship Opportunities 6. Explore transportation options for students to take part in paid student internship opportunities 7. Maintain Madera Unified Online Course Guide 8. Development and implementation of Counselor Handbook 9. PSAT for grades 8-9, NMSQT for grades 10 and 11 and SAT for grade 11 10. Complete college applications 11. Pilot personalized learning at 	<ol style="list-style-type: none"> 1. Dual Enrollment 2. Implementation of Career Pathways 3. Targeted Professional Development for CTE Teachers 4. Future career opportunities and Career awareness exposure in the elementary years 5. Paid Student Internship Opportunities 6. Explore transportation options for students to take part in paid student internship opportunities 7. Maintain Madera Unified Online Course Guide 8. Development and implementation of Counselor Handbook 9. PSAT for grade 9, NMSQT for grades 10 and 11 and SAT for grade 11 10. Complete college applications 11. Pilot personalized learning at select schools <ol style="list-style-type: none"> a. Virginia Lee Rose 6th
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<ul style="list-style-type: none"> a. Virginia Lee Rose 6th grade team b. Furman Independent Study School <ul style="list-style-type: none"> 13. Concurrent Enrollment Middle School planning and implementation 14. Service Learning Pilot 15. Dual Language Instruction (DLI) 16. Expand and implement a district grading task force to improve inconsistent teacher grading practices which will present the students mastery of courses taken 17. Development of an accelerated learners program for Madera Unified students 18. Leverage the Student Success Indicator (SSI) for correct math course placement 	<ul style="list-style-type: none"> select schools a. Virginia Lee Rose 6th grade team b. Furman Independent Study School <ul style="list-style-type: none"> 12. Concurrent Enrollment Middle School planning and implementation 13. Service Learning Pilot 14. Dual Language Instruction (DLI) 15. Expand and implement a district grading task force to improve inconsistent teacher grading practices which will present the students mastery of courses taken 16. Development of an accelerated learners program for Madera Unified students 17. Leverage the Student Success Indicator (SSI) for correct math course placement 	<ul style="list-style-type: none"> grade team b. Furman Independent Study School <ul style="list-style-type: none"> 12. Concurrent Enrollment Middle School planning and implementation 13. Service Learning Pilot 14. Dual Language Instruction (DLI) 15. Expand and implement a district grading task force to improve inconsistent teacher grading practices which will present the students mastery of courses taken 16. Development of an accelerated learners program for Madera Unified students 17. Leverage the Student Success Indicator (SSI) and Grade Level Readiness measures for correct math course placement 18. Implement Grade Level Readiness Report, Me to Be at elementary school sites for parent teacher conference nights (a total of 3 parent teacher conference nights will be held)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$3,361,829 LCFF S/C: \$1,548,082 Restricted: \$230,435	LCFF Base: \$3,373,037 LCFF S/C: \$1,545,094 Restricted: \$3,441,795	LCFF Base: \$3,399,362 LCFF S/C: \$1,488,142 Restricted: \$825,737
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 6040,6220,7340 LCFF S/C: 6040,6070 Restricted : 3550,6382,6387,7010	LCFF Base: 6040,6220,7340 LCFF S/C: 6040,6070 Restricted : 3550,6382,6387,7010	LCFF Base: 6040,6220,7340 LCFF S/C: 6040,6070 Restricted : 3550,6382,6387,7010

Action 1A.2 Upgrade and Modernization of Technology

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> Expand student device use to one-to-one, per the definition stated in the first section of this Summary. Research and develop a clearly defined plan to address technology refresh cycle options. Research and develop an indicator to better evaluate connectivity. Research and develop a system to track and evaluate the cost of maintaining a large fleet of devices. Research ways to provide students the ability to take home devices and access curriculum and instruction content from home. 	<ol style="list-style-type: none"> Research and develop a system to track and evaluate the cost of maintaining a large fleet of devices. Research ways to provide students the ability to take home devices and access curriculum and instruction content from home. Develop modernized Standard Operating Procedures for MUSD Information Technology systems and provide recommendations to the Board of Trustees for modification to pertinent administrative regulations to insure that the core components of these SOPs are institutionalized within the daily operations of the school district. Upgrade and modernize classroom display technology throughout school district. 	<ol style="list-style-type: none"> Research and develop a system to track and evaluate the cost of maintaining a large fleet of devices. Research ways to provide students the ability to take home devices and access curriculum and instruction content from home. Develop modernized Standard Operating Procedures for MUSD Information Technology systems and provide recommendations to the Board of Trustees for modification to pertinent administrative regulations to insure that the core components of these SOPs are institutionalized within the daily operations of the school district. Upgrade and modernize classroom display technology throughout school district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$1,214,903 LCFF S/C: \$816,419 Restricted : \$249,993	LCFF Base: \$1,274,538 LCFF S/C: \$581,878 Restricted : \$233,561	LCFF Base: \$1,356,226 LCFF S/C: \$541,274 Restricted : \$222,804
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted

Budget Reference	LCFF Base: 5050,6240 LCFF S/C: 5050,6240 Restricted : 3010	LCFF Base: 5050,6240 LCFF S/C: 5050,6240 Restricted : 3010	LCFF Base: 5050,6240 LCFF S/C: 5050,6240 Restricted : 3010
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Action 1A.3 Continue Expansion and Improvements to Arts, Music and Athletics Programs

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> Visual and Performing Arts (VAPA) programs are offered in K-12. Programs include orchestra, strings, marching, jazz, theatre, and art Athletics - MULES, competitive levels, B-teams, district championships, and professional development for MULES coaches Promote the successes of VAPA and Athletics Improved process for evaluation of athletic coaches Improved monitoring of student academic progress towards graduation Develop a MULES committee to improve the efficiency, effectiveness and coordination of the elementary athletics programs Implementation of Madera - UNIFIED teams in the sports of soccer, basketball and track and field. 	<ol style="list-style-type: none"> Visual and Performing Arts (VAPA) programs are offered in K-12. Programs include orchestra, strings, marching, jazz, theatre, and art Athletics - MULES, competitive levels, B-teams, district championships, and professional development for MULES coaches Promote the successes of VAPA and Athletics Improved process for evaluation of athletic coaches Improved monitoring of student academic progress towards graduation Develop a MULES committee to improve the efficiency, effectiveness and coordination of the elementary athletics programs Implementation of Madera - UNIFIED teams in the sports of soccer, basketball and track and field. <ol style="list-style-type: none"> UNIFIED teams is an athletic team made up 	<ol style="list-style-type: none"> Visual and Performing Arts (VAPA) programs are offered in K-12. Programs include orchestra, strings, marching, jazz, theatre, and art Athletics - MULES, competitive levels, B-teams, district championships, and professional development for MULES coaches Promote the successes of VAPA and Athletics Improved process for evaluation of athletic coaches Improved monitoring of student academic progress towards graduation Develop a MULES committee to improve the efficiency, effectiveness and coordination of the elementary athletics programs Implementation of Madera - UNIFIED teams in the sports of soccer, basketball and track and field. <ol style="list-style-type: none"> UNIFIED teams is an
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<p>a. UNIFIED teams is an athletic team made up of a combination of UNIFIED Athlete (students with special needs) and UNIFIED partners (general education students)</p> <p>8. Development of athletic vision for Madera Unified athletics</p>	<p>of a combination of UNIFIED Athlete (students with special needs) and UNIFIED partners (general education students)</p> <p>8. Development of athletic vision for Madera Unified athletics</p>	<p>athletic team made up of a combination of UNIFIED Athlete (students with special needs) and UNIFIED partners (general education students)</p> <p>8. Development of athletic vision for Madera Unified athletics</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$3,516,495 LCFF S/C: \$3,761,096 Restricted : \$1,934,426	LCFF Base: \$3,876,106 LCFF S/C: \$3,949,696 Restricted : \$3,491,094	LCFF Base: \$4,041,481 LCFF S/C: \$4,229,032 Restricted : \$2,866,519
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 2320,3010, 6230 LCFF S/C: 6230, 6250 Restricted : 3010, 4124, 6010	LCFF Base: 2320,3010, 6230 LCFF S/C: 6230, 6250 Restricted : 3010, 4124, 6010	LCFF Base: 2320,3010, 6230 LCFF S/C: 6230, 6250, 3013 Restricted : 3010, 4124, 6010

Action 1A.4 Implementation of Early Learning Intervention

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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English Learners Foster Youth Low Income	LEA-wide	Specific Grade Spans: K- 3rd Grade
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified	Unchanged	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Implementation of Pre-K, Transitional Kindergarten and Kindergarten to 3rd grade programs and initiatives 2. Fully staff the school sites across the district and hire additional primary literacy support specialist to total 30 district wide. 3. Complete an inventory analysis to determine all the unique literacy programs offered within the district and determine which programs are most effective using quantitative and qualitative data points. 	<ol style="list-style-type: none"> 1. Implementation of Pre-K, Transitional Kindergarten and Kindergarten to 3rd grade programs and initiatives 2. Fully staff the school sites across the district and hire additional primary literacy support specialist to total 30 district wide. 3. Focus district support on the implementation of the most effectiveness literacy programs to support early literacy of students. 4. Preschool Aides hours increased from three hours per day to three and a half hours per day. 	<ol style="list-style-type: none"> 1. Implementation of Pre-K, Transitional Kindergarten and Kindergarten to 3rd grade programs and initiatives 2. Equitably staff the school sites across the district with Primary Literacy Support Specialist based upon the literacy needs of students and teacher professional development needs 3. Focus district support on the implementation of the most effectiveness literacy programs to support early literacy of students. 4. Preschool Aides hours increased from three hours per day to three and a half hours per day.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$2,789,160 LCFF S/C: \$213,396 Restricted : \$0	LCFF Base: \$3,193,798 LCFF S/C: \$355,564 Restricted : \$0	LCFF Base: \$3,766,890 LCFF S/C: \$253,056 Restricted : \$0
Source	LCFF Base LCFF S/C	LCFF Base LCFF S/C	LCFF Base LCFF S/C
Budget Reference	LCFF Base: 6040, 6220 LCFF S/C: 6040, 6220 Fund 12 Preschool	LCFF Base: 6040, 6220 LCFF S/C: 6040, 6220 Fund 12 Preschool	LCFF Base: 6040, 6220 LCFF S/C: 6040, 6220 Fund 12 Preschool

Action 1A.5 Maintain and Increase Extended Learning Opportunities for Students

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Summer school will be open to incoming 1 through 6 grade students 2. Afterschool program will be available for elementary summer school students 3. All middle schools will offer summer school to incoming 7-8 grade students 4. High school programs will offer summer school to incoming 9-12 grade students 5. Possible threat to grant (21st Century) funding for 2017-18 will have impact on services to several elementary sites as well as middle Schools, high Schools and including transportation 6. Explore the opportunity to provide summer bridge programs to 6 grade students moving to 7th grade and 8th grade students moving into 9th grade 7. Research and implement programs to enhance students success in PSAT, SAT and ACT 8. Middle school summer school programs are piloting interdisciplinary curriculum through themed based curriculum 	<ol style="list-style-type: none"> 1. Summer school will be open to incoming 1 through 6 grade students 2. Afterschool program will be available for elementary summer school students 3. All middle schools will offer summer school to incoming 7-8 grade students 4. High school programs will offer summer school to incoming 9-12 grade students 5. Explore the opportunity to provide summer bridge programs to 6 grade students moving to 7th grade and 8th grade students moving into 9th grade 6. Research and implement programs to enhance students success in PSAT, SAT and ACT 7. Middle school summer school programs are piloting interdisciplinary curriculum through themed based curriculum 	<ol style="list-style-type: none"> 1. Summer school will be open to incoming 1 through 6 grade students 2. Afterschool program will be available for elementary summer school students 3. All middle schools will offer summer school to incoming 7-8 grade students 4. High school programs will offer summer school to incoming 9-12 grade students 5. Explore the opportunity to provide summer bridge programs to 6 grade students moving to 7th grade and 8th grade students moving into 9th grade 6. Research and implement programs to enhance students success in PSAT, SAT and ACT 7. Middle school summer school programs are piloting interdisciplinary curriculum through themed based curriculum
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$385,096 LCFF S/C: \$2,210,850 Restricted : \$2,995,444	LCFF Base: \$54,804 LCFF S/C: \$2,342,465 Restricted : \$4,187,220	LCFF Base: \$56,753 LCFF S/C: \$6,890,857 Restricted : \$2,644,881
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 6240, LCFF S/C: 2340,4800,4920,6560 Restricted : 3010, 4124, 6010	LCFF Base: 6240, LCFF S/C: 2340,4800,4920,6560 Restricted : 3010, 4124, 6010	LCFF Base: 6240, LCFF S/C: 2340,4800,4920,6560 Restricted : 3010, 4124, 6010

Action 1A.6 Implementation of Site Specific Intervention Budget

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Improve student academic performance by coordinating all educational services and resources 	<ol style="list-style-type: none"> 1. Improve student academic performance by coordinating all educational services and resources 2. To improve the effectiveness of the RTI TSAs, the district needs to identify standardized district progress monitoring tools to insure consistency across the district. 3. Explore ways to blend Multi-Tiered System of Support (MTSS) with current RtI process to improve student academic achievement. 	<ol style="list-style-type: none"> 1. Improve student academic performance by coordinating all educational services and resources 2. To improve the effectiveness of the RTI TSAs, the district shall identify and support the implementation of a standardized intervention instructional program and a standardized progress monitoring tool to insure a consistent level of intervention service across the district.
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Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	LCFF Base: \$35,000 LCFF S/C: \$0 Restricted : \$1,249,787	LCFF Base: \$20,000 LCFF S/C: \$0 Restricted : \$1,060,361	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$1,009,100
Source	LCFF Base Restricted	LCFF Base Restricted	Restricted
Budget Reference	LCFF Base: 5551 Restricted : 3010	LCFF Base: 5551 Restricted : 3010	Restricted : 3010

Action 1B.1 Support all English learners in attaining English language proficiency and mastery of the Core Content Standards

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners	Limited to Unduplicated Student Groups	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>1. Implement a high-quality comprehensive program for English learners that includes the following:</p> <ul style="list-style-type: none"> Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development. Implement an instructional monitoring system that includes tools which measures English learner academic progress and the effectiveness of teaching and learning in the classroom. Research and evaluate alternative instructional models and programs. Implementation of an English Learner Task Force 	<p>1. Implement a high-quality comprehensive program for English learners that includes the following:</p> <ul style="list-style-type: none"> Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development. Implement an instructional monitoring system that includes tools which measure English learner academic progress and the effectiveness of teaching and learning in the classroom Research effective instructional models and programs Implementation of an English Learner Task Force Intensive PD in content and structure of the ELPAC 	<p>1. Implement a high-quality comprehensive program for English learners that includes the following:</p> <ul style="list-style-type: none"> Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development. Implement an instructional monitoring system that includes tools which measure English learner academic progress and the effectiveness of teaching and learning in the classroom Research effective instructional models and programs Implementation of an English Learner Task Force Intensive PD in content and structure of the ELPAC
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$4,009,875 LCFF S/C: \$891,822 Restricted : \$488,842	LCFF Base: \$3,414,432 LCFF S/C: \$1,589,953 Restricted : \$843,319	LCFF Base: \$3,296,838 LCFF S/C: \$1,802,690 Restricted : \$2,360,847
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 4200, 4250, 4260, 6040, 6120, 6220 LCFF S/C: 5601, 6040, 6120, 6220, 7620 Restricted : 3010, 4203	LCFF Base: 4200, 4250, 4260, 6040, 6120, 6220 LCFF S/C: 5601, 6040, 6120, 6220, 7620 Restricted : 3010, 4203	LCFF Base: 4200, 4250, 4260, 6040, 6120, 6220 LCFF S/C: 5601, 6040, 6120, 6220, 7620 Restricted : 3010, 4203

Action 1B.2 Maintain and Expand Educational Services to Special Education Students

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Location(s): _____
 (Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Scope of Services: _____ Location(s): _____

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>1. Increase services for special education students. From 2014-15 we have increased services to Special Ed. SDC teachers 16 fte and Paraprofessionals 17 fte. Our Special Ed population is 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentrated funds</p>	<p>1. Increase services for special education students. Our Special Ed population is approx. 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentration funds support the Special Ed program and have increased and improved services to this population.</p> <p>2. Provide necessary staff</p>	<p>1. Increase services for special education students. Our Special Ed population is approx. 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentration funds support the Special Ed program and have increased and improved services to this population.</p> <p>2. Provide necessary staff</p>
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<p>support the Special Ed program and have increased and improved services to this population.</p> <ol style="list-style-type: none"> 2. Provide necessary staff development for teachers 3. Provide current test kits and protocols for assessments 4. Increase workflow of office 5. Improve coordination between special education teacher and general education teacher. 6. Engage with an outside expert consultant to provide a deep dive review, evaluation and recommendations on how to structure the special education department to improve educational services to students 	<p>development for teachers</p> <ol style="list-style-type: none"> 3. Improve coordination between special education teacher and general education teacher. 4. Implement recommendation from outside expert consultant on how to structure the special education department to improve educational services to students 5. Increase the number of students with disabilities who are educated in the least restrictive environment. 6. Increase the scaled score of the students with disabilities performing in the Standards Not Met range on the English Language Arts and Math CAASPP. 	<p>development for teachers</p> <ol style="list-style-type: none"> 3. Improve coordination between special education teacher and general education teacher. 4. Increase the number of students with disabilities who are educated in the least restrictive environment. 5. Improve performance level of students with disabilities in English Language Arts and Mathematics CAASPP scores by increasing overall performance level points and reducing the distance (points below standard) to meet grade level standard expectation.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$7,258,259 Restricted : 16,251,580	LCFF Base: \$0 LCFF S/C: \$13,656,031 Restricted : \$16,460,783	LCFF Base: \$1,168,743 LCFF S/C: \$4,327,199 Restricted : \$17,781,296
Source	LCFF S/C Restricted	LCFF S/C Restricted	LCFF BASE LCFF S/C Restricted
Budget Reference	LCFF S/C: 0000 Restricted : 3310, 6500	LCFF S/C: 0000 Restricted : 3310, 6500	LCFF BASE: GOAL 5XXX LCFF S/C: GOAL 5XXX Restricted : 3310, 6500

Action 1B.3 Continue Reducing the Average Class Size

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> District plans to construct a new high school District plans to open a new elementary school at beginning of school year Virginia Lee Rose District plans to construct a concurrent enrollment middle school Class size will be reduced within grade 4 across district 	<ol style="list-style-type: none"> District plans to construct a new high school District plans to construct a concurrent enrollment middle school Maintain class size reduction within grade 4 across district 	<ol style="list-style-type: none"> District will open new high school District plans to construct a concurrent enrollment middle school Maintain class size reduction within grade 4 across district

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$11,562,432 LCFF S/C: \$760,000 Restricted : \$0	LCFF Base: \$290,579 LCFF S/C: \$5,881,506 Restricted : \$0	LCFF Base: \$5,239,998 LCFF S/C: \$5,720,000 Restricted : \$0
Source	LCFF Base LCFF S/C	LCFF Base LCFF S/C	LCFF Base LCFF S/C
Budget Reference	LCFF Base: 5100 LCFF S/C: 0000	LCFF Base: 5100 LCFF S/C: 0000	LCFF Base: 5100 LCFF S/C: 0000

Select from: New Goal, Modified Goal, or Unchanged Goal

Goal 2 Data-Driven Professional Learning and Collaboration

State Priorities addressed by this goal: 2

Local Priorities addressed by this goal: None

Identified Need:

Investing Growth of Teachers, Leadership and Staff - Accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff. (Madera Unified’s identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Survey Percent of staff who feel they are receiving satisfactory professional development for their current position	72% Agree or Strongly Agree	Original: 77% Agree or Strongly Agree (+5%)	Original: 82% Agree or Strongly Agree (+5%) Modified: Increase 2017-18 Modified: Increase Actual: 78% Agree or Strongly Agree (538 out of 694, increased by 6%)	Original: 87% Agree or Strongly Agree (+5%) Modified: Increase 2018-19 Actual: TBD
Teacher Survey Percent of staff who feel they have the curriculum materials needed for the shift to common core standards	59% Agree or Strongly Agree	Original: 69% Agree or Strongly Agree (+10%)	Original: 79% Agree or Strongly Agree (+10%) Modified: Increase 2017-18 Modified: Increase Actual: 60% Agree or Strongly Agree (418 out of 694, increased by 1%)	Original: 89% Agree or Strongly Agree (+10%) Modified: Increase 2018-19 Actual: TBD
Teacher Survey Percent of staff who feel that professional development has prepared them for the shifts to common core state standards	50% Agree or Strongly Agree	Original: 65% Agree or Strongly Agree (+15%)	Original: 80% Agree or Strongly Agree (+15%) Modified: Increase 2017-18 Modified: Increase Actual: 57% Agree or Strongly Agree (396 out of 694, increased by 7%)	Original: 95% Agree or Strongly Agree (+15%) Modified: Increase 2018-19 Actual: TBD
Provided the SBE Adopted Academic Content and Performance Standards	100% of students served	100% of students will be served	100% of students will be served	100% of students will be served

Action 2A.1 Continue Professional Development Related to Implementation of State Standards in ELA/ELD, Mathematics and Science

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Support all students in attaining mastery of the Core Content Standards.</p> <ol style="list-style-type: none"> 1. Intentional professional development focusing on literacy and reading structures at all levels. 2. Provide training and support for the use of core and supplemental materials. 3. Provide professional development and instructional strategies to support struggling students, especially English learners and special education students. 4. Implement an instructional monitoring system which measures effectiveness of teaching and learning in the classroom. 5. Execute annual assessment and professional development calendars to support core content transitions, especially in transition to Integrated Math Pathways and NGSS. 6. Research and evaluate alternative instructional models. 7. Hire and utilize additional District Academic Coaches to develop and implement professional development 8. Provide targeted, differentiated and ongoing professional development to newly hired teachers. 9. Implement the 5 principles of effective professional development (see Appendix J) 	<p>Support all students in attaining mastery of the Core Content Standards.</p> <ol style="list-style-type: none"> 1. Intentional professional development focusing on literacy and reading structures at all levels. 2. Provide training and support for the use of core and supplemental materials. 3. Provide professional development and instructional strategies to support struggling students, especially English learners and special education students. 4. Implement an instructional monitoring system which measures effectiveness of teaching and learning in the classroom. 5. Execute annual assessment and professional development calendars to support core content transitions, especially in transition to Integrated Math Pathways and NGSS. 6. Research and evaluate alternative instructional models. 7. Hire and utilize additional District Academic Coaches to develop and implement professional development 8. Provide targeted, differentiated and ongoing professional development to newly hired teachers. 9. Implement the 5 principles of effective professional development (see Appendix J) 	<p>Support all students in attaining mastery of the Core Content Standards.</p> <ol style="list-style-type: none"> 1. Intentional professional development focusing on literacy and reading structures at all levels. 2. Provide training and support for the use of core and supplemental materials. 3. Provide professional development and instructional strategies to support struggling students, especially English learners and special education students. 4. Implement an instructional monitoring system which measures effectiveness of teaching and learning in the classroom. 5. Execute annual assessment and professional development calendars to support core content transitions, especially in transition to Integrated Math Pathways and NGSS. 6. Research and evaluate alternative instructional models. 7. Hire and utilize additional District Academic Coaches to develop and implement professional development 8. Provide targeted, differentiated and ongoing professional development to newly hired teachers. 9. Implement the 5 principles of effective professional development (see Appendix J)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$3,992,567 LCFF S/C: \$1,797,062	LCFF Base: \$4,009,071 LCFF S/C: \$542,169	LCFF Base: \$4,001,958 LCFF S/C: \$560,049

	Restricted: \$3,293,933	Restricted: \$4,343,283	Restricted: \$4,309,811
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 6040,6120,6220,6240,6260 LCFF S/C: 6040, 6220 Restricted : 3010, 4035, 4203, 6300	LCFF Base: 6040,6120,6220,6240,6260 LCFF S/C: 6040, 6220 Restricted : 3010, 4035, 4203, 6300	LCFF Base: 6040,6120,6220,6240,6260 LCFF S/C: 6040, 6220 Restricted : 3010, 4035, 4203, 6300

Action 2A.2 Implementation of Professional Development for Classified Staff

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Provide targeted professional develop for all staff across the district <ol style="list-style-type: none"> a. 21st Century Technology Skills b. Data Quality c. Data Analysis d. Program Evaluation e. Strategic Planning and Execution 2. Provide professional development for classified staff in the following areas: <ol style="list-style-type: none"> a. Making A Difference (MAD) Training for Office Support Staff regarding customer service b. Professional Learning Community (PLC) for 	<ol style="list-style-type: none"> 1. Provide targeted professional develop for all staff across the district <ol style="list-style-type: none"> a. 21st Century Technology Skills b. Data Quality c. Data Analysis d. Program Evaluation e. Strategic Planning and Execution 2. Provide professional development for classified staff in the following areas: <ol style="list-style-type: none"> a. Making A Difference (MAD) Training for Office Support Staff regarding customer service b. Provide targeted training to Admin Assistants & 	<ol style="list-style-type: none"> 1. Provide targeted professional develop for all staff across the district <ol style="list-style-type: none"> a. 21st Century Technology Skills b. Data Quality c. Data Analysis d. Program Evaluation e. Strategic Planning and Execution 2. Provide professional development for classified staff in the following areas: <ol style="list-style-type: none"> a. Making A Difference (MAD) Training for Office Support Staff regarding customer service b. Provide targeted training to Admin Assistants &
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<p>Administrative Assistants and Attendance Secretaries regarding:</p> <ol style="list-style-type: none"> i. AERIES - New User Training ii. Scheduling iii. Registration <p>New Employee Training</p> <ul style="list-style-type: none"> • MUSD will be providing two full days of trainings in August for all new certificated employees. Employees will learn all the software systems used by MUSD as well as procedural processes needed. New classified staff receive mentor training in their field area. Classified staff is given training dollars to be used to improve skills. • Standardized new employee orientation and onboarding 	<p>Attendance Secretaries on the following:</p> <ol style="list-style-type: none"> i. AERIES - New User Training ii. Scheduling iii. Registration <p>New Employee Training</p> <ul style="list-style-type: none"> • MUSD will be providing two full days of trainings in August for all new certificated employees. Employees will learn all the software systems used by MUSD as well as procedural processes needed. Classified staff is given training dollars to be used to improve skills. • Standardized new employee orientation and onboarding 	<p>Attendance Secretaries on the following:</p> <ol style="list-style-type: none"> i. AERIES - New User Training ii. Scheduling iii. Registration <p>New Employee Training</p> <ul style="list-style-type: none"> • MUSD will be providing two full days of trainings in August for all new certificated employees. Employees will learn all the software systems used by MUSD as well as procedural processes needed. Classified staff is given training dollars to be used to improve skills. • Standardized new employee orientation and onboarding
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$10,607 LCFF S/C: \$7,500 Restricted: \$0	LCFF Base: \$0 LCFF S/C: \$20,000 Restricted: \$0	LCFF Base: \$0 LCFF S/C: \$5,463 Restricted: \$0
Source	LCFF Base LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	LCFF Base: 66220, 6240 LCFF S/C: 6240, 6910	LCFF S/C: 6240, 6910	LCFF S/C: 6240, 6910

Action 2B.1 Increase Time for Site and District Staff to Collaborate in Professional Learning Communities

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ol style="list-style-type: none"> 1. Continue to provide professional development on Professional Learning Communities (PLC) along with initiatives such as Madera Academic Progress For Student Success (MAPSS) for support and possible site improvements 2. School teams will attend PLC conference to learn and develop strategies to implement PLC concepts <ol style="list-style-type: none"> a. PLC teams will include teachers who are leaders at the sites as well as administration b. Site principals will be trained through an outside consultant on implementing PCL at their sites 3. Accountability and support calendar 4. Implementation of new core team 5. Addition of new elementary school to cohorts 6. T.O.T. training for new admin 7. Partnership with the Madera County Office 	<ol style="list-style-type: none"> 1. Continue to provide professional development on Professional Learning Communities (PLC) along with initiatives such as Academic Accountability Model and the Administrative Expectations to provide consistency and clarity for the implementation of the instructional program for the district that is data-driven and collaborative. 2. Training for site principals will include utilizing an outside consultant to analyze current PLC practices and developing next steps in the development of collaborative practices and the implementation of a data-driven instructional program 3. School and district teams will attend the PLC Summer Institute to learn about and develop strategies to implement PLC concepts. The focus will be on developing the three big ideas of a PLC; a focus on learning, a collaborative culture, and a results orientation. PLC teams will include teachers who are leaders at their sites as well as administration. 4. An Accountability and Support Calendar and a Professional Development Calendar will provide guidance and support to site administration and staff for the implementation of the instructional program delivered to students. 5. A partnership with the Madera County Office of Education, to implement a Teacher Leader 	<ol style="list-style-type: none"> 1. Continue to provide professional development on Professional Learning Communities (PLC) along with initiatives such as Academic Accountability Model and the Administrative Expectations to provide consistency and clarity for the implementation of the instructional program for the district that is data-driven and collaborative. 2. Training for site principals will include utilizing an outside consultant to analyze current PLC practices and developing next steps in the development of collaborative practices and the implementation of a data-driven instructional program 3. School and district teams will attend the PLC Summer Institute to learn about and develop strategies to implement PLC concepts. The focus will be on developing the three big ideas of a PLC; a focus on learning, a collaborative culture, and a results orientation. PLC teams will include teachers who are leaders at their sites as well as administration. 4. An Accountability and Support Calendar and a Professional Development Calendar will provide guidance and support to site administration and staff for the implementation of the instructional program delivered to students. 5. A partnership with the Madera County Office of Education, to implement a Teacher Leader Academy for teachers who would like to become teacher leaders within the district, will be refined to provide enhanced options for teachers to participate in the program.

of Education to implement a Teacher Leader Academy for teachers who would like to become teacher leaders within the district.	Academy for teachers who would like to become teacher leaders within the district, will be refined to provide enhanced options for teachers to participate in the program. 6. T.O.T. training for new admin	6. T.O.T. training for new admin 7. Madera Unified will continue its partnership with the National Institute for School Leaders (NISL), to provide world class professional development to school leaders and district office administrators.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$163,854 LCFF S/C: \$1,054,086 Restricted: \$0	LCFF Base: \$236,461 LCFF S/C: \$848,491 Restricted: \$0	LCFF Base: \$224,447 LCFF S/C: \$211,386 Restricted: \$0
Source	LCFF Base LCFF S/C	LCFF Base LCFF S/C	LCFF Base LCFF S/C
Budget Reference	LCFF Base: 6040,6220 LCFF S/C: 6040, 6220	LCFF Base: 6040,6220 LCFF S/C: 6040, 6220	LCFF Base: 6040,6220 LCFF S/C: 6040, 6220

Action 2B.2 Implementation of New Madera Unified Accountability System

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified	Modified	Modified
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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1. Development and Implementation of the following systems -	1. Utilization and enhancements to the following systems -	1. Utilization and enhancements to the following systems -
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<ul style="list-style-type: none"> a. Professional Development System b. SPSA dashboard (see appendix C to view SPSA Dashboard) which includes leading indicators c. SPSA Planning and Monitoring Tool d. Gradtracker upgrade <ol style="list-style-type: none"> 2. Implementation of strategic academic plan day and data analysis days which will be used by school site leadership teams and district leadership to plan, reflect, evaluate and determine any needed changes 3. Implementation of Early Warning System implemented at all 17 K-6 and K-8 school sites (see appendix G to view early warning system) 4. Utilization of improvement science to accelerate learning and address problems of practice 	<ul style="list-style-type: none"> a. Professional Development System b. SPSA dashboard (see appendix C to view SPSA Dashboard) which includes leading indicators c. SPSA Planning and Monitoring Tool d. Gradtracker upgrade <ol style="list-style-type: none"> 2. Continue implementation of strategic academic plan day and data analysis days which will be used by school site leadership teams and district leadership to plan, reflect, evaluate and determine any needed changes 3. Continue implementation of Early Warning System implemented at all 17 K-6 and K-8 school sites (see appendix G to view early warning system) 4. Utilization of improvement science to accelerate learning and address problems of practice 5. Madera Unified will work with WestEd to complete an equity audit on African American student achievement with a focus on student discipline. 6. Madera Unified will develop a School Performance Index which can be used to support the development of a local level accountability system which demands higher expectations than both the state and federal accountability systems. 	<ul style="list-style-type: none"> a. Professional Development System b. SPSA dashboard (see appendix C to view SPSA Dashboard) which includes leading indicators c. SPSA Planning and Monitoring Tool d. Gradtracker upgrade <ol style="list-style-type: none"> 2. Continue implementation of strategic academic plan day and data analysis days which will be used by school site leadership teams and district leadership to plan, reflect, evaluate and determine any needed changes 3. Develop a case management system which will be used by support roles such as counselors 4. Utilization of improvement science to accelerate learning and address problems of practice 5. Madera Unified will work with WestEd to complete an equity audit on African American student achievement with a focus on student discipline. 6. Madera Unified will utilize a School Performance Index which will be used to support the development of a local level accountability system which demands higher expectations than both the state and federal accountability systems. 7. Madera Unified will partner with NISL to complete the District System Design partnership
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$313,010 Restricted: \$0	LCFF Base: \$0 LCFF S/C: \$357,504 Restricted: \$0	LCFF Base: \$0 LCFF S/C: \$309,791 Restricted: \$0
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	LCFF S/C: 6910	LCFF S/C: 6910	LCFF S/C: 6910

Select from: New Goal, Modified Goal, or Unchanged Goal

Goal 3 Safe and Healthy Environment for Learning and Work

State Priorities addressed by this goal: 1, 5, 6

Local Priorities addressed by this goal: None

Identified Need:

Safe, Caring and Respectful Environment-Maintain a healthy, caring, respectful and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Misassignment Rate	0%	0% Actual: TBD	0%	0% 2018-19 Actual: 0.02%
Facilities Rating	Overall Facilities Rating: Good	Overall Facilities Rating: Good	Overall Facilities Rating: Good 2017-18 Actual: Good	Overall Facilities Rating: Good 2018-19 Actual: Good
Employee Retention Rate	89.4%	Original: 90% Modified: Increase Actual: TBD	Original: 90% Modified: Increase	Original: 90% Modified: Increase 2018-19 Actual: 95.49%
Student Attendance Rate	95.3%	96% Actual: 96% as of 5/10/2018	96%	96% 2018-19 Actual: 95.49% as of 5/10/2019
Chronic Absenteeism Rate	10.5%	9%	8% 11.2% California Dashboard Fall 2017 2017-18 Actual: 11.9% as of 5/10/2018 2016-17 11.4% (excludes charter schools)	Original: 7% Modified: Decrease 2017-18 Actual: 9.9%
Middle School Dropout Rate	0.06%	Original: 0.05% Modified: Decrease Actual: 0.19% as of 5/11/2018	Original: 0.04% Modified: Decrease	Original: 0.03% Modified: Decrease 2016-17 Actual: 0.34%

Suspension Rate	<i>Pending: 2017 summer school must conclude in order to calculate the baseline year suspension rate. Note that the suspension rate reported on the California Dashboard is lagging by 2 years. Unofficial 2015-16: [RED] [8.20%] Official 2014-15: [RED] [8.30%]</i>	Pending: Baseline required	Original: Baseline required Modified: Decrease <i>In the Fall 2017 release of the CA School Dashboard, it was reported that the district had an overall suspension rate of 7.5% for 2016-17.</i> 2017-18 Actual: 5.5% as of 5/10/2018	Original: Baseline required Modified: Decrease 2017-18 Actual: 6.7%
Expulsions	0.1 expulsions per 100 students	0.1 expulsions per 100 students	Original: 0.1 expulsions per 100 students Modified: Decrease 2017-18 Actual: 0.2 expulsions per 100 students	Original: 0.1 expulsions per 100 students Modified: Decrease 2018-19 Actual: TBD
Campus Aesthetic Rating Overall rating of how beautiful the campus	<i>Pending</i>	Pending: Baseline required	Original: Baseline required Modified: Increase 2017-18 Actual: 3.9 out of 5 (Scale: 1-Poor to 5-Excellent)	Original: Baseline required Modified: Increase 2018-19 Actual: 4.2 out of 5 (Scale: 1-Poor to 5-Excellent)
Student Survey School climate favorable index score	5th Grade: 61% 6th-10th: 45%	5th Grade: 65% 6th-10th: 50%	Original: 5th Grade: 70% Original: 6th-10th: 55% Modified: Increase 2017-18 Actual: 5th Grade: 63% Actual: 6th-10th: 41%	Original: 5th Grade: 75% Original: 6th-10th: 60% Modified: Increase 2018-19 Actual: TBD
Parent Survey "How well do administrators at your child's school create a school environment that helps children learn?" - Favorable Score	74%	79%	Original: 84% Modified: Increase	Original: 89% Modified: Increase 2018-19 Actual: TBD
Student Survey "Overall, how much do you feel like you belong at your school?" - Favorable Score	5th Grade: 66% 6th-10th: 45%	5th Grade: 70% 6th-10th: 50%	Original: 5th Grade: 75% Original: 6th-10th: 55% Modified: Increase	Original: 5th Grade: 80% Original: 6th-10th: 60%

			2017-18 Actual: 5th Grade: 70% Actual: 6th-10th: 52%	Modified: Increase 2018-19 Actual: TBD
Teacher Survey "I feel that my school is a supportive and inviting place for students to learn"	81.9%	85%	Original: 88% (Strongly Agree or Agree) Modified: Increase 2017-18 Actual: 82% responded Strongly Agree or Agree (569 out of 694)	Original: 91% (Strongly Agree or Agree) Modified: Increase 2018-19 Actual: TBD
Number of Complaints Received by CAO Office Unique Individuals	200 individuals who filed one or more complaints	Original: 180 individuals who filed one or more complaints	Original: 160 individuals who filed one or more complaints Modified: Decrease 2017-18 Actual: 227 individuals who filed one or more complaints	Original: 140 individuals who filed one or more complaints Modified: Decrease 2018-19 Actual: 153 individuals who filed one or more complaints
Student Participation in Formal Planning Meetings	119 students	150 students	Original: 200 students Modified: Increase	Original: 250 students Modified: Increase
Number of Complaints Received by CAO Office Unique Individuals	200 individuals who filed one or more complaints	Original: 180 individuals who filed one or more complaints	Original: 160 individuals who filed one or more complaints Modified: Decrease 2017-18 Actual: 227 individuals who filed one or more complaints	Original: 140 individuals who filed one or more complaints Modified: Decrease

Action 3A.1 Maintain Grade Level Field Trips for K-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>1. All MUSD K-6th grade students will have educational experiences in the form of field trips paid for by district funds. The field trips offered are as follows:</p> <ul style="list-style-type: none"> a. Kindergarten: ZOOMOBILE (on site) b. 1st grade: StoryLand visit c. 2nd grade: Fossil Discovery Center d. 3rd grade: Madera County Fair & Discovery Science Center (on site) e. 4th grade: Gold Gulch (on site) f. 5th grade: Fresno Chaffee Zoological Gardens g. 6th grade: San Joaquin River Parkway h. Identified literacy activities for 1st grade trip i. In 17/18 school year, first graders will visit the Discovery Center in Fresno where they will engage in hands on activities, dinosaur digs, magnets. Students will touch, explore, experiment and play while learning. 	<p>1. educational experiences in the form of field trips paid for by district funds. The field trips offered are as follows:</p> <ul style="list-style-type: none"> a. Kindergarten: ZOOMOBILE (on site) b. 1st grade: Fossil Discovery Center c. 2nd grade: Fossil Discovery Center d. 3rd grade: Madera County Fair & Discovery Science Center (on site) e. 4th grade: Gold Gulch (on site) f. 5th grade: Fresno Chaffee Zoological Gardens g. 6th grade: San Joaquin River Parkway h. Identified literacy activities for 1st grade trip i. In 17/18 school year, first graders will visit the Discovery Center in Fresno where they will engage in hands on activities, dinosaur digs, magnets. Students will touch, explore, experiment and play while learning. 	<p>1. All MUSD K-6th grade students will have educational experiences in the form of field trips paid for by district funds. The field trips offered are as follows:</p> <ul style="list-style-type: none"> a. Kindergarten: ZOOMOBILE (on site) b. 1st grade: Fossil Discovery Center c. 2nd grade: Fossil Discovery Center d. 3rd grade: Madera County Fair & Discovery Science Center (on site) e. 4th grade: Gold Gulch (on site) f. 5th grade: Fresno Chaffee Zoological Gardens g. 6th grade: San Joaquin River Parkway h. Identified literacy activities for 1st grade trip i. In 17/18 school year, first graders will visit the Discovery Center in Fresno where they will engage in hands on activities, dinosaur digs, magnets. Students will touch, explore, experiment and play while learning.
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Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	LCFF Base: \$0 LCFF S/C: \$475,000 Restricted : \$6,821	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$49,712	LCFF Base: \$80,000 LCFF S/C: \$284,000 Restricted : \$40,030
Source	LCFF S/C	Restricted	LCFF Base

	Restricted		LCFF S/C Restricted
Budget Reference	LCFF S/C: 5600 Restricted : 3010	Restricted : 3010	LCFF Base: OB 5716, 5865 LCFF S/C: OB 5716, 5800, 5808, 5865 Restricted : 3010

Action 3A.2 Maintain District Supports and Operations

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Location(s): _____
 (Select from All, Students with Disabilities, or Specific (Select from All Schools, Specific Schools, and/or
 Student Groups) Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Scope of Services: _____ Location(s): _____

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. District operational costs to support the day-to-day operations of the district.	1. District operational costs to support the day-to-day operations of the district.	1. District operational costs to support the day-to-day operations of the district.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$16,343,262 LCFF S/C: \$2,434,490 Restricted : \$362,068	LCFF Base: \$16,210,275 LCFF S/C: \$5,621,112 Restricted : \$160,000	LCFF Base: \$16,733,342 LCFF S/C: \$3,295,550 Restricted : \$60,000
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 2550,2700, 5000, 6000 LCFF S/C: 6240, 60000, 6910 Restricted : 3010, 5640	LCFF Base: 2550,2700, 5000, 6000 LCFF S/C: 6240, 60000, 6910 Restricted : 3010, 5640	LCFF Base: 2550,2700, 5000, 6000 LCFF S/C: 6240, 60000, 6910 Restricted : 3010, 5640

Action 3A.3 Continue Improving the Quality and Nutritional Food Offerings to Students District-wide

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> Create high quality meals that are appealing to the students <ul style="list-style-type: none"> Fresh fruits and vegetables Scratch and speed scratch cooking Get Madera South High School and Madera High School fully functional with their new lines and meal offerings Purchase and implement new POS software for the Child Nutrition Department at the elementary sites Analyze current staffing needs to look at additional staffing as needed Install digital menu boards at the 17 elementary sites 	<ol style="list-style-type: none"> Create high quality meals that are appealing to the students <ul style="list-style-type: none"> Fresh fruits and vegetables Scratch and speed scratch cooking Get Madera South High School and Madera High School fully functional with their new lines and meal offerings Purchase and implement new POS software for the Child Nutrition Department at the elementary sites Analyze current staffing needs to look at additional staffing as needed Install digital menu boards at the 17 elementary sites Pilot breakfast in the classroom at targeted school sites 	<ol style="list-style-type: none"> Create high quality meals that are appealing to the students <ul style="list-style-type: none"> Fresh fruits and vegetables Scratch and speed scratch cooking Get Madera South High School and Madera High School fully functional with their new lines and meal offerings Purchase and implement new POS software for the Child Nutrition Department at the elementary sites Analyze current staffing needs to look at additional staffing as needed Install digital menu boards at the 17 elementary sites Put a plan in place for 2019-2020 to expand to a few more schools with a hybrid model of BIC (new name - Breakfast before the Bell).
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	LCFF Base: \$0 LCFF S/C: \$0 Restricted : 12,353,497	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$13,856,337	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$14,663,330
Source	Restricted	Restricted	Restricted
Budget Reference	Restricted : Fund 13	Restricted : Fund 13	Restricted : Fund 13

Action 3A.4 Maintain School Site Grounds, Maintenance and Aesthetics

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Location(s): _____
 (Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Scope of Services: _____ Location(s): _____

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Cleanliness and upkeep of school site and facilities 1. Implementation of Campus Aesthetic survey 2. Reorganization and structure of the grounds and maintenance to increase efficiency.	Cleanliness and upkeep of school site and facilities 1. Implementation of Campus Aesthetic survey 2. Review and modify structure of the grounds and maintenance to increase efficiency.	Cleanliness and upkeep of school site and facilities 1. Implementation of Campus Aesthetic survey 2. Review and modify structure of the grounds and maintenance to increase efficiency.
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Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	LCFF Base: \$9,313,522 LCFF S/C: \$0 Restricted : \$0	LCFF Base: \$9,473,390 LCFF S/C: \$0 Restricted : \$0	LCFF Base: \$9,799,475 LCFF S/C: \$0 Restricted : \$0
Source	LCFF Base	LCFF Base	LCFF Base

Budget Reference	LCFF Base: 0000, 5170, 5171, 5173	LCFF Base: 0000, 5170, 5171, 5173	LCFF Base: 0000, 5170, 5171, 5173
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Action 3A.5 Implementation of Replacement Schedule for Facilities, Equipment, Technology and Other Needs

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Deferred Maintenance Schedule 2. Equipment Replacement Schedule 3. Technology Replacement Schedule <p>Prioritization Schedule</p> <ol style="list-style-type: none"> 4. Age of Facilities 5. Student Enrollment 6. 12-Year Facility Plan 7. Modernization and Repairs 8. Implementation of 1 to 1 ratio for beginning of school year 9. Implementation of Campus Aesthetics Survey 	<ol style="list-style-type: none"> 1. Deferred Maintenance Schedule 2. Equipment Replacement Schedule 3. Technology Replacement Schedule <p>Prioritization Schedule</p> <ol style="list-style-type: none"> 4. Age of Facilities 5. Student Enrollment 6. 12-Year Facility Plan 7. Modernization and Repairs 8. Maintain implementation of 1 to 1 ratio for beginning of school year 9. Implementation of Campus Aesthetics Survey 	<ol style="list-style-type: none"> 1. Deferred Maintenance Schedule 2. Equipment Replacement Schedule 3. Technology Replacement Schedule <p>Prioritization Schedule</p> <ol style="list-style-type: none"> 4. Age of Facilities 5. Student Enrollment 6. 12-Year Facility Plan 7. Modernization and Repairs 8. Maintain implementation of 1 to 1 ratio for beginning of school year 9. Implementation of Campus Aesthetics Survey
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$3,169,897 LCFF S/C: \$753,603 Restricted : \$6,137,206	LCFF Base: \$11,676,803 LCFF S/C: \$0 Restricted : \$6,464,036	LCFF Base: \$5,598,742 LCFF S/C: \$500,000 Restricted : \$8,064,804
Source	LCFF Base	LCFF Base	LCFF Base

	LCFF S/C Restricted	LCFF S/C Restricted	LCFF S/C Restricted
Budget Reference	LCFF Base: 5050, 5100, 5500, 5680 LCFF S/C: 550, 0170, 0510 Restricted : 6230, 8150	LCFF Base: 5050, 5100, 5500, 5680 LCFF S/C: 550, 0170, 0510 Restricted : 6230, 8150	LCFF Base: 5050, 5100, 5500, 5680 LCFF S/C: 5600 Restricted : 6230, 8150

Action 3B.1 Maintain, align and expand social emotional and behavioral support and intervention

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Location(s): _____
 (Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans): _____

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: _____ Scope of Services: _____ Location(s): _____

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>Improving School Safety and Climate</p> <ol style="list-style-type: none"> Use of Early Warning System has created a slight increase in referrals. Counselors tested system by checking on “red” or shaded student profiles (indicating a change in attendance, behavior and or grades) Provide professional development for all administrators from legal experts around disciplinary codes and expulsion processes with two follow up meetings with discipline administrators to discuss real cases and debrief 	<p>Improving School Safety and Climate</p> <ol style="list-style-type: none"> Early Warning System will be used by support staff to proactively identify students in need of interventions Provide professional development for all administrators from legal experts around disciplinary codes and expulsion processes. Continue to implement PBIS through professional development and supports; add tools of measurement; Provide district wide professional development of Restorative Justice Develop a transition plan for students transitioning back into comprehensive sites from alternative education programs Fully implement electronic discipline referral system (Referral Rhino) (see appendix F to view Referral Rhino) Full review of the safety officer 	<p>Maintain, Align and Expand Social Emotional and Behavioral Support and Intervention</p> <ol style="list-style-type: none"> Expand MTSS alignment and supports to additional schools Implement updated social emotional curriculum in grades K-8 Refine and expand PBIS at all district schools Refine and expand Restorative Justice at all schools Implement a targeted focus on school culture and climate Implement a district-wide anti-bullying program Explore and pilot updated social emotional curriculum in grades 9-12 Implement a confidential
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<p>actions taken.</p> <ol style="list-style-type: none"> 3. Continue to implement PBIS through professional development and supports; add tools of measurement; 4. Develop district wide professional development of Restorative Justice with a 3 year implementation plan 5. Develop a transition plan for students transitioning back into comprehensive sites from alternative education programs 6. Fully implement electronic discipline referral system (Referral Rhino) (see appendix F to view Referral Rhino) 7. Full review of the safety officer professional development and coordination of supports will be conducted to determine the best way to improve school climate 	<p>professional development and coordination of supports will be conducted to determine the best way to improve school climate</p> <ol style="list-style-type: none"> 8. Implement Safe School Ambassadors Program from Community Matters in Middle Schools and High Schools to provide students motivation, support, and intervention skills to prevent and stop bullying and harassment. 9. Implement Student Advocacy Council program from the Youth Leadership Institute (YLI) in high schools to meaningfully engage students through positive youth development around issues in our neighborhoods and schools. The YLI program sparks leadership in young people to solve pressing social issues and provide service to the community. 10. Implementation of Multi-Tiered System of Support (MTSS) to enhance socio-emotional services for students in combination with increased positive behavior and student academic achievement. 	<p>MTSS data and attendance management/monitoring system (all tiers)</p> <ol style="list-style-type: none"> 9. Support high quality behavioral health support of Tier 3 students 10. Develop a multi-agency sponsored Suicide Prevention Resource Guide 11. Expand the Suicide Prevention program for grades 7-12 12. Expand the effort to destigmatize mental health 13. Continue to build partnerships with related community agencies to better respond to student mental health crisis 14. Define and support reduction of Chronic Absenteeism 15. Promote and recognize positive school attendance 16. Identify and address attendance goals by subgroup 17. Develop and expand a Chronic Absenteeism system
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$38,250 Restricted : \$0	LCFF Base: \$0 LCFF S/C: \$593,474 Restricted : \$0	LCFF Base: \$0 LCFF S/C: \$188,858 Restricted : \$0
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	LCFF S/C: 6000	LCFF S/C: 6000	LCFF S/C: 6000

Action 3B.2 Continue to Recruit and Retain Highly Qualified Teachers and Support Staff

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Improve marketing of employment opportunities at Madera Unified 2. Create a monitoring tool that can be used after the orientation is complete to determine effectiveness of the program. Use the survey results taken at the orientation to adjust the content delivered. 3. Add an orientation for all new classified staff. Trainings will be done in groups one time per month. 4. Collaborate with the personnel commission to determine relevant content for the various classified groups. 5. Negotiate a competitive contract with labor partners 	<ol style="list-style-type: none"> 1. Improve marketing of employment opportunities at Madera Unified 2. Utilize monitoring tool after the orientation is complete to determine effectiveness of the program. Use the survey results taken at the orientation to adjust the content delivered. 3. Implement orientation for all new classified staff. Trainings will be done in groups one time per month. 4. Collaborate with the personnel commission to determine relevant content for the various classified groups. 5. Negotiate a competitive contract with labor partners 6. Establish a professional development plan for the classified staff. 	<ol style="list-style-type: none"> 1. Improve marketing of employment opportunities at Madera Unified 2. Utilize monitoring tool after the orientation is complete to determine effectiveness of the program. Use the survey results taken at the orientation to adjust the content delivered. 3. Implement orientation for all new classified staff. Trainings will be done in groups one time per month. 4. Collaborate with the personnel commission to determine relevant content for the various classified groups. 5. Negotiate a competitive contract with labor partners 6. Implement a professional development plan for the classified staff.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: 106,113,630 LCFF S/C: \$10,993,257 Restricted : \$604,568	LCFF Base: \$99,245,475 LCFF S/C: \$14,174,039 Restricted : \$1,974,212	LCFF Base: \$100,777,136 LCFF S/C: \$23,717,362 Restricted : \$316,863
Source	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted	LCFF Base LCFF S/C Restricted
Budget Reference	LCFF Base: 0000, 6660, 6930, FU 3110, 3130, RS 0500, 1400 LCFF S/C: 0000, 2560, 6010, 6640, 6660, 6910 Restricted : 0500, 3010, 4035, 5813, 7085	LCFF Base: 0000, 6660, 6930, FU 3110, 3130, RS 0500, 1400 LCFF S/C: 0000, 2560, 6010, 6640, 6660, 6910 Restricted : 0500, 3010, 4035, 5813, 7085	LCFF Base: 0000, 6660, 6930, FU 3110, 3130, RS 0500, 1400 LCFF S/C: 0000, 2560, 6010, 6640, 6660, 6910 Restricted : 0500, 3010, 4035, 5813, 7085

Action 3B.3 Maintain and expand district safety and security

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

All	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		<ol style="list-style-type: none"> 1. Initiate and implement an anonymous reporting system 2. Refine and update threat assessment protocols 3. Complete site critical threat assessments at county schools 4. Continue to implement recommendations for critical threat assessments at secondary sites 5. Continue professional development for safety officers
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Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

		LCFF Base: \$1,141,536 LCFF S/C: \$1,600,264 Restricted: \$118,000
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Source

		LCFF Base LCFF S/C Restricted
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Budget Reference

		LCFF Base:2550 LCFF S/C:2550, 2560 Restricted :3010-2560
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Select from: New Goal, Modified Goal, or Unchanged Goal

Goal 4 Strong Relationships with Families and Community

State Priorities addressed by this goal: 3, 4, 5, 6, 7

Local Priorities addressed by this goal: None

Identified Need:

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Meeting Attendance Number of parents participating in School Site Council (SSC), ELAC, DELAC, Parent Advisory Committee (PAC) and LCAP meetings	SSC: an average of 185 parents ELAC: an average of 340 parents DELAC: 180 parents PAC: 152 parents LCAP: 276 parents	SSC: 190 ELAC: 345 DELAC: 185 PAC: 157 LCAP: 281 (+5)	Original: SSC: 195 ELAC: 350 DELAC: 190 PAC: 162 LCAP: 286 (+5) Modified: Increase 2017-18 Actual: SSC: 137 ELAC: 194 DELAC: 39 PAC: 146 LCAP: 480	Original: SSC: 200 ELAC: 355 DELAC: 195 PAC: 167 LCAP: 291 (+5) Modified: Increase 2018-19 Actual: SSC: 137 ELAC: 194 DELAC: 39 PAC: 158 LCAP: 230
Parent Program Completion Number of parents who completed a parent education/leadership program	813 parents completed a parent education/leadership program.	893 parents completed a parent education/leadership program. (+10)	Original: 983 parents completed a parent education/leadership program. (+10%) Modified: Increase 2017-18 Actual: 955 parents completed a parent education/leadership program (as of 5/10/2018)	Original: 1081 parents completed a parent education/leadership program. (+10%) Modified: Increase 2017-18 Actual: 1025 parents
Parent Portal Usage Number of parents considered "Active" parent portal users (Active is defined as logging into Parent Portal 3 or more times during the school year)	7757 number of parents	Maintain	Maintain 2017-18 Actual: 4941 parents logged into Parent Portal 3 or more times (as of 5/10/2018)	Maintain 2018-19 Actual: 7354 parents logged into Parent Portal 3 or more times (as of 4/15/2019)

<p>Parent Survey - Hospitality "The office staff at my child's school is always professional and respectful of my time."</p>	<p>76% responded favorably (41% strongly agree and 35% agree)</p>	<p>81% will respond favorably (+5)</p>	<p>Original: 86% will respond favorably (+5) Modified: Increase</p>	<p>Original: 91% will respond favorably (+5) Modified: Increase 2018-19 Actual: TBD</p>
<p>Foster Youth Academic growth is measured by a new methodology called Distance From Level 3 (DF3) where it calculates per student the scale score distance from the minimum scale score needed to achieve level 3.</p>	<p>TBD - Waiting to receive official CAASPP scores.</p>	<p>Pending Modified: Increase Proj. for ELA: +32.2pt Proj. for Math: +46.6pt</p>	<p>Original: Pending Modified: Increase 2017-18 Proj. for ELA: +32.2pt Proj. for Math: +46.6pt 2016-17 ELA: +21.3pt increase Math: +7.5pt increase</p>	<p>Original: Pending Modified: Increase 2017-18 Actual: ELA: -17.6pt Math: -9.6pt</p>
<p>Foster Youth Suspension Rate (Formula: Total number of foster youth students who were suspended one or more times divided by the total cumulative foster youth enrollment)</p>	<p>Pending: 2017 summer school must conclude in order to calculate the baseline year suspension rate. Note that the suspension rate for this subgroup is currently not reported on the California Dashboard. Preliminary 2016-17: [15.6%] *This rate is likely to go up once the reconciliation process is completed before EOY.</p>	<p>Decrease</p>	<p>Decrease 2017-18 Actual: The suspension rate of 12.1% is down from last year's (18%) (17-18 rate was obtained from the SPSA Dashboard on 5/10/2018) Official 2016-17: 18%</p>	<p>Decrease Actual 2017-18: 16.6%</p>
<p>Foster Youth Chronic Absenteeism (Formula: Total number of foster youth students who were absent 10% or more of the time divided by the total cumulative foster youth enrollment)</p>	<p>Unofficial 2016-17: [28.3%] Note that the chronic absenteeism rate is currently not reported on the California Dashboard.</p>	<p>[24.3%] (-4%)</p>	<p>Original: [20.3%] (-4%) Modified: Decrease 2017-18 Actual: 13.3% (26 out of 195) as of 5/10/2018</p>	<p>Original: [16.3%] (-4%) Modified: Decrease 2017-18 Actual: 20.1%</p>
<p>Adult Learners - Access to a broader course of study</p>	<p>100% of adult learners</p>	<p>100% of adult learners</p>	<p>100% of adult learners</p>	<p>100% of adult learners</p>

Action 4A.1 Continue to Maintain and Expand Parent Resource Centers

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. Parent engagement and support services <ol style="list-style-type: none"> a. Support schools b. Support families c. Support communities 2. The development of a parent engagement and education attendance management tool. This tool will allow for online registration, keep track of student attendance, staff, facilities, create events, record and submit attendance and keep-up with changes to multiple course schedules. 3. Creation of two additional PRCs - Virginia Lee Rose Elementary will open August of 2017. Second site will be determined in the near future. 	<ol style="list-style-type: none"> 1. Parent engagement and support services <ol style="list-style-type: none"> a. Support schools b. Support families c. Support communities 2. The development of a parent engagement and education attendance management tool. This tool will allow for online registration, keep track of student attendance, staff, facilities, create events, record and submit attendance and keep-up with changes to multiple course schedules. 	<ol style="list-style-type: none"> 1. Parent engagement and support services <ol style="list-style-type: none"> a. Support schools b. Support families c. Support communities 2. Implementation of parent engagement and education attendance management tool. This tool will allow for online registration, keep track of student attendance, staff, facilities, create events, record and submit attendance and keep-up with changes to multiple course schedules.
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Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	LCFF Base: \$0 LCFF S/C: \$315,201 Restricted : \$37,090	LCFF Base: \$0 LCFF S/C: \$390,539 Restricted : \$42,686	LCFF Base: \$0 LCFF S/C: \$394,480 Restricted : \$42,929
Source	LCFF S/C Restricted	LCFF S/C Restricted	LCFF S/C Restricted

Budget Reference	LCFF S/C: 4840, 6080 Restricted : 3010	LCFF S/C: 4840, 6080 Restricted : 3010	LCFF S/C: 4840, 6080 Restricted : 3010
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Action 4A.2 Maintain and Expand Supports for Foster, Homeless, Migrant, Teen Parents and Other Unique Student Population Groups

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

Foster Youth	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ol style="list-style-type: none"> 1. In partnership with California Youth Connection, Custom Professional Development will be created and delivered to Madera Unified staff on how best to engage and support foster students 2. Targeted Academic Evaluation of AB 167 for Foster with targeted plans for credit recovery/graduation requirement attainment. 3. Expansion of "Fencepost" Mentoring program for Foster 4. After School Tutoring options for Foster District-Wide 5. Research and implement transportation solutions for foster youth involved in after school activities 6. Collaborate with the department of social 	<p>Foster Youth</p> <ol style="list-style-type: none"> 1. In partnership with California Youth Connection, Custom Professional Development will be created and delivered to Madera Unified staff on how best to engage and support foster students 2. Targeted Academic Evaluation of AB 167 for Foster with targeted plans for credit recovery/graduation requirement attainment. 3. Expansion of "Fencepost" Mentoring program for Foster 4. After School Tutoring options for Foster District-Wide 5. Research and implement transportation solutions for foster youth involved in after school activities 6. Collaborate with the department of social services to determine ways to subsidize extra-curricular programs and resources for current and former foster youth students 7. Continue to assign counselors to provide specialized services to foster youth students. Continue to 	<p>Foster Youth</p> <ol style="list-style-type: none"> 1. In partnership with California Youth Connection, Custom Professional Development will be created and delivered to Madera Unified staff on how best to engage and support foster students 2. Targeted Academic Evaluation of AB 167 for Foster with targeted plans for credit recovery/graduation requirement attainment. 3. After School Tutoring options for Foster District-Wide 4. Research and implement transportation solutions for foster youth involved in after school activities 5. Collaborate with the department of social services to determine ways to subsidize extra-curricular programs and resources for current and former foster youth students 6. Continue to assign counselors
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<p>services to determine ways to subsidize extra-curricular programs and resources for current and former foster youth students</p> <ol style="list-style-type: none"> Continue to assign counselors to provide specialized services to foster youth students. Continue to have counselors receive targeted professional development on the best ways to support foster youth students In collaboration with the department of social services, research the ability to provide foster youth students with laptops which can be assigned to them to take home to complete academic work <p>Homeless</p> <ol style="list-style-type: none"> Targeted Academic Evaluation of AB 1806 for Homeless with targeted plans for credit recovery/graduation requirement attainment. Expansion of "Fencepost" to include Homeless After School Tutoring options for Homeless District-Wide <p>Migrant Youth</p> <ol style="list-style-type: none"> Site based certificated teacher providing after school educational support Visual and Performing Arts Health Service Clinic Summer programming <p>Teen Parents</p> <ol style="list-style-type: none"> Maintain Cal-SAFE program Transportation support 	<p>have counselors receive targeted professional development on the best ways to support foster youth students</p> <ol style="list-style-type: none"> In collaboration with the department of social services, research the ability to provide foster youth students with laptops which can be assigned to them to take home to complete academic work Cal-SAFE Program will establish a system for students to utilize Dial-a-Ride services at no cost to the participating Cal-SAFE students based on need for transportation that is not met through MUSD Transportation Department for students residing within the two-mile radius of schools. Migrant students in the secondary level received 3 sessions of Academic Advising by the Migrant Counselor in the Fall and Spring semester. This position is being eliminated by Region III due to limited funding Region III will be funding a full time Migrant Student Advocate (new position) to work closely with secondary Migrant students regarding their academics and socio emotional well being for the upcoming 2018-2019. <p>Homeless</p> <ol style="list-style-type: none"> Targeted Academic Evaluation of AB 1806 for Homeless with targeted plans for credit recovery/graduation requirement attainment. Expansion of "Fencepost" to include Homeless After School Tutoring options for Homeless District-Wide <p>Migrant Youth</p> <ol style="list-style-type: none"> Site based certificated teacher providing after school educational support Visual and Performing Arts Health Service Clinic Summer programming <p>Teen Parents</p> <ol style="list-style-type: none"> Maintain Cal-SAFE program Transportation support 	<p>to provide specialized services to foster youth students. Continue to have counselors receive targeted professional development on the best ways to support foster youth students</p> <ol style="list-style-type: none"> In collaboration with the department of social services, research the ability to provide foster youth students with laptops which can be assigned to them to take home to complete academic work . Migrant students in the secondary level received 3 sessions of Academic Advising by the Migrant Counselor in the Fall and Spring semester. This position is being eliminated by Region III due to limited funding Region III will be funding a full time Migrant Student Advocate (new position) to work closely with secondary Migrant students regarding their academics and socio emotional well being for the upcoming 2018-2019. <p>Homeless</p> <ol style="list-style-type: none"> Targeted Academic Evaluation of AB 1806 for Homeless with targeted plans for credit recovery/graduation requirement attainment. After School Tutoring options for Homeless District-Wide <p>Migrant Youth</p> <ol style="list-style-type: none"> Site based certificated teacher providing after school educational support Visual and Performing Arts Health Service Clinic Summer programming <p>Teen Parents</p> <ol style="list-style-type: none"> Maintain Cal-SAFE program Transportation support
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Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	LCFF Base: \$0 LCFF S/C: \$1,152,682 Restricted : \$1,295,320	LCFF Base: \$0 LCFF S/C: \$1,011,785 Restricted : \$1,016,083	LCFF Base: \$0 LCFF S/C: \$1,181,639 Restricted : \$794,850
Source	LCFF S/C Restricted	LCFF S/C Restricted	LCFF S/C Restricted
Budget Reference	LCFF S/C: 4090, 6080, 7080, 7081, 7082 Restricted : 3010, 3060, 3061, 4203	LCFF S/C: 4090, 6080, 7080, 7081, 7082 Restricted : 3010, 3060, 3061, 4203	LCFF S/C: 4090, 6080, 7080, 7081, 7082 Restricted : 3010, 3060, 3061, 4203

Action 4A.3 Maintain and Expand Adult Education Program

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>and Home Health Aide (HHA) Emergency Medical Technician (EMT) This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an EMT. Potential re-start August 2017 The courses above provide students with the knowledge to pass the State Certification test. Approved by the California State Department of Health and Education. 4. Individual Classes MS Word 2010 Level I and II MS Excel 2010 Level I and II MS PowerPoint 2010 MS Access 2010 Keyboarding I, II, and Advanced</p>	<p>Provide Certified Nursing Assistant (CNA) and Home Health Aide (HHA) This course provides students with the knowledge and skills to pass the national Standards Test to become employed as a CNA. Emergency Medical Technician (EMT) This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an EMT. Individual Classes a. MS Word 2010 Level I and II b. MS Excel 2010 Level I and II c. MS PowerPoint 2010 d. MS Access 2010 e. Keyboarding I, II, and Advanced</p>	<p>Provide Certified Nursing Assistant (CNA) and Home Health Aide (HHA) This course provides students with the knowledge and skills to pass the national Standards Test to become employed as a CNA. Emergency Medical Technician (EMT) This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an EMT. Individual Classes a. MS Word 2010 Level I and II b. MS Excel 2010 Level I and II c. MS PowerPoint 2010 d. MS Access 2010 e. Keyboarding I, II, and Advanced Community Education Classes</p>
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Data Entry 5. Community Education Classes 6. General Education Development (GED) Classes	Community Education Classes High School Equivalency Test (HiSET)	High School Equivalency Test (HiSET)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$1,346,610	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$1,395,426	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$1,449,391
Source	Restricted	Restricted	Restricted
Budget Reference	Restricted : Fund 11	Restricted : Fund 11	Restricted : Fund 11

Action 4B.1 Continue Partnering with Community-based Organizations to Help Develop Parent Leadership in LCAP Engagement and Annual Budget Process

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified	Unchanged	Modified
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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<p>1. Madera Unified will partner with the Madera Coalition for Community Justice (MCCJ) to further improve LCAP community engagement process. More specifically, MCCJ will provide Madera Unified with support in the following areas:</p> <ul style="list-style-type: none"> a. MCCJ staff will partner with MUSD 	<p>1. Madera Unified will partner with the Madera Coalition for Community Justice (MCCJ) to further improve LCAP community engagement process. More specifically, MCCJ will provide Madera Unified with support in the following areas:</p> <ul style="list-style-type: none"> a. MCCJ staff will partner with MUSD 	<p>1. Madera Unified will partner with community based organizations to further improve the LCAP community engagement process.</p>
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staff to plan organize and facilitate community meetings b. MCCJ staff will partner with MUSD staff to compile and present to the MUSD Board the recommendations from the LCAP community meetings	staff to plan organize and facilitate community meetings b. MCCJ staff will partner with MUSD staff to compile and present to the MUSD Board the recommendations from the LCAP community meetings	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$220,681 Restricted : \$1,250,571	LCFF Base: \$0 LCFF S/C: \$456,891 Restricted : \$1,476,882	LCFF Base: \$0 LCFF S/C: \$478,638 Restricted : \$1,355,968
Source	LCFF S/C Restricted	LCFF S/C Restricted	LCFF S/C Restricted
Budget Reference	LCFF S/C: 6080, 6910 Restricted : 3010, 4203	LCFF S/C: 6080, 6910 Restricted : 3010, 4203	LCFF S/C: 6080, 6910 Restricted : 3010, 4203

Action 4B.2 Maintain and Update LCAP Dashboard

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged	Unchanged	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Increase in the number of fully functional indicators within the Madera Unified Dashboard (see appendix D to view Board adopted LCAP dashboard metrics)	1. Increase in the number of fully functional indicators within the Madera Unified Dashboard (see appendix D to view Board adopted LCAP dashboard metrics)	1. Update the LCAP Dashboard to reflect the new California Dashboard 5x5 system
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$198,010 Restricted : \$0	LCFF Base: \$0 LCFF S/C: \$296,080 Restricted : \$0	LCFF Base: \$ LCFF S/C: \$273,791 Restricted : \$
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	LCFF S/C: 6910	LCFF S/C: 6910	LCFF S/C: 6910

Action 4B.3 Maintain and Expand Interpretation and Translation Services

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
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English Learners	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hire and maintain translators to provide support to families across the district 1. Develop and implement monitoring system to ensure effective allocation and use of translators district wide. 2. Develop a survey and	Hire and maintain translators to provide support to families across the district 1. Develop and implement monitoring system to ensure the effectiveness allocation and use of translators district wide. 2. Develop a survey and audit system which will be used to monitor the effectiveness of	Hire and maintain translators to provide support to families across the district 1. Develop and implement monitoring system to ensure the effectiveness allocation and use of translators district wide. 2. Develop a survey and audit system which will be used to monitor the effectiveness of
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audit system which will be used to monitor the effectiveness of translation services across the district.	translation services across the district. 3. The Special Services Department will develop and implement a satisfaction survey that will solicit feedback from each school site on how to improve translation/interpretation services. The survey will allow the department to refine the translation/interpretation services provided at school sites.	translation services across the district. 3. The Special Services Department will develop and implement a satisfaction survey that will solicit feedback from each school site on how to improve translation/interpretation services. The survey will allow the department to refine the translation/interpretation services provided at school sites.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$0 LCFF S/C: \$557,724 Restricted : \$37,090	LCFF Base: \$0 LCFF S/C: \$591,124 Restricted : \$42,686	LCFF Base: \$0 LCFF S/C: \$334,880 Restricted : \$42,929
Source	LCFF S/C Restricted	LCFF S/C Restricted	LCFF S/C Restricted
Budget Reference	LCFF S/C: 6450 Restricted : 3010	LCFF S/C: 6450 Restricted : 3010	LCFF S/C: 6450 Restricted : 3010

Action 4B.4 Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services

<p>Marketing strategies include the following media platforms to highlight innovative educational programs, new facilities and modernization, and other district achievements based on the LCAP:</p> <ul style="list-style-type: none"> ● Social Media ● Digital ● Television ● Radio ● On-screen Movie Theater Commercials ● Newspaper ● Mailers ● Flyers ● High quality videos ● Employee Newsletter ● Contracts and Partnerships with Other Media Outlets ● Website Liaisons <p>Additional actions to improve communication and marketing of district work:</p> <ul style="list-style-type: none"> ● Communications will be available in the predominant languages within the local community ● Development and implementation to capture data on media mentions of Madera Unified and school sites within the district ● Increase internal capacity to develop original high quality videos ● Development and implementation of the Madera Unified communications calendar which will be used to organize recurring communications ● MUSD Glass will be implemented as a communication tool 	<p>The Communications team will develop and maintain high quality communication systems and structures district-wide which will be used to support Madera Unified’s three Board Goals: 1) Clarity and Consistency, 2) Changing Perceptions and Mindsets, and 3) Build a Culture of Excellence. By obtaining the Board Goals, Madera Unified will be able to meet the College and Career Readiness Guiding principle to increase the number of postsecondary options from the widest array of choices for students who graduate from our schools. The following media platforms will be used to strategically communicate and highlight innovative educational programs, new facilities and modernization, and other district achievements/projects/events/information based on the LCAP:</p> <ol style="list-style-type: none"> 1. Create original print material such as flyers, mailers, newspaper, posters, data charts, and other informational content. 2. Digital marketing/communications such as social media, digital media, high-quality videos, employee newsletter, television, on-screen movie theater commercials, radio, ads, e-blast targeted emails, retouch ads targeted marketing, Search Engine Optimization (SEO), Customer Relationship Management (CRM)/Marketing Automation Success: (Management and configuration of marketing automation platform system to implement and manage the automated campaign process) 3. Program and event announcements such as Visual and Performing Arts (VAPA), Athletics, Extended Learning, Dual Language Instruction, and other student, staff and community activities 4. Crisis communication such as press releases, media kits, templates for emergency response to contact parents, staff, students, and the media 5. Video production such as high quality videos on Madera Unified programs shown at the Madera Cinema, Madera Minutes - latest news happening at Madera Unified, training videos, how-to videos, etc. 6. Website management such as the management of 29 Website Liaisons hired on a stipend to update and maintain each school site’s website. Multiple hours were invested in 	<p>The Communications team will develop and maintain high quality communication systems and structures district-wide which will be used to support Madera Unified’s three Board Goals: 1) Clarity and Consistency, 2) Changing Perceptions and Mindsets, and 3) Build a Culture of Excellence. By obtaining the Board Goals, Madera Unified will be able to meet the College and Career Readiness Guiding principle to increase the number of postsecondary options from the widest array of choices for students who graduate from our schools. The following media platforms will be used to strategically communicate and highlight innovative educational programs, new facilities and modernization, and other district achievements/projects/events/information based on the LCAP:</p> <ol style="list-style-type: none"> 1. Create original print material such as flyers, mailers, newspaper, posters, data charts, and other informational content. 2. Digital marketing/communications such as social media, digital media, high-quality videos, employee newsletter, television, on-screen movie theater commercials, radio, ads, e-blast targeted emails, retouch ads targeted marketing, Search Engine Optimization (SEO), Customer Relationship Management (CRM)/Marketing Automation Success: (Management and configuration of marketing automation platform system to implement and manage the automated campaign process) 3. Program and event announcements such as Visual and Performing Arts (VAPA), Athletics, Extended Learning, Dual Language Instruction, and other student, staff and community activities 4. Crisis communication such as press releases, media kits, templates for emergency response to contact parents, staff, students, and the media 5. Video production such as high quality videos on Madera Unified programs shown at the Madera Cinema, Madera Minutes - latest news happening at Madera Unified, training videos, how-to videos, etc. 6. Website management such as the management of 29 Website Liaisons hired on a stipend to update and maintain each school site’s website.
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<p>for the MUSD district board of education to support with departmental updates pertaining to the budget, etc. (see appendix H to view MUSD Glass)</p> <ul style="list-style-type: none"> • Development, implementation and marketing of the LCAP Glass online which will be used to provide stakeholders with updates on the progress made on LCAP actions 	<p>training each liaison to improve, code and maintain their website. Monthly working meetings were scheduled as well as one-on-one and small group meetings held. Explore other options for sub-website management as an alternative for Website Liaisons</p> <ol style="list-style-type: none"> 7. Event planning for special events such as the We Believe conference, Winter Showcase, etc. 8. Media tracking such as a media mentions tracking sheet created to capture any mention of Madera Unified School District. Look into finding a media tracking search engine in order to save time on having to search the web for stories and mentions of Madera Unified <p>Additional actions to improve strategic communication and marketing of district work:</p> <ol style="list-style-type: none"> 9. Training and professional development for communications staff such as Storybrand Marketing training, hands-on videography training, Adobe Suite advanced training, etc. to increase internal capacity to develop original high-quality videos, stills, audio, and graphics, etc. for effective and strategic communications. 10. Contracts and partnerships such as with KMPH news, the Madera Tribune, WorkingArts Marketing, GP Visuals, and other media outlets 11. Software such as MUSD Glass. MUSD Glass will be implemented as a communication tool for the MUSD district board of education to support with departmental updates pertaining to the budget, etc. (see appendix H to view MUSD Glass) Software has not been implemented. Development is in the works but not completed and ready for use. Development, implementation and marketing of the LCAP Glass online which will be used to provide stakeholders with updates on the progress made on LCAP actions 12. Continue to expand the equipment and technology necessary to support the production of high-quality content and material. Purchase special equipment necessary for high quality video, audio, photography, graphics, etc. for audio, video recording, photography, etc. 13. Communication from Madera Unified will be available in the predominant languages within the local community. 	<p>Multiple hours were invested in training each liaison to improve, code and maintain their website. Monthly working meetings were scheduled as well as one-on-one and small group meetings held. Explore other options for sub-website management as an alternative for Website Liaisons</p> <ol style="list-style-type: none"> 7. Event planning for special events such as the We Believe conference, Winter Showcase, etc. 8. Media tracking such as a media mentions tracking sheet created to capture any mention of Madera Unified School District. Look into finding a media tracking search engine in order to save time on having to search the web for stories and mentions of Madera Unified <p>Additional actions to improve strategic communication and marketing of district work:</p> <ol style="list-style-type: none"> 9. Training and professional development for communications staff such as Storybrand Marketing training, hands-on videography training, Adobe Suite advanced training, etc. to increase internal capacity to develop original high-quality videos, stills, audio, and graphics, etc. for effective and strategic communications. 10. Contracts and partnerships such as with KMPH news, the Madera Tribune, WorkingArts Marketing, GP Visuals, and other media outlets 11. Software such as MUSD Glass. MUSD Glass will be implemented as a communication tool for the MUSD district board of education to support with departmental updates pertaining to the budget, etc. (see appendix H to view MUSD Glass) Software has not been implemented. Development is in the works but not completed and ready for use. Development, implementation and marketing of the LCAP Glass online which will be used to provide stakeholders with updates on the progress made on LCAP actions 12. Continue to expand the equipment and technology necessary to support the production of high-quality content and material. Purchase special equipment necessary for high quality video, audio, photography, graphics, etc. for audio, video recording, photography, etc. 13. Communication from Madera Unified
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	<p>Communications translated/interpreted in Spanish such as mailers, videos, flyers, other material and district data needed to communicate the LCAP. Look into hiring a part-time translator/interpreter who can ensure all communications to the community are provided in Spanish in a timely manner.</p> <p>14. Communications event/project management calendar - Developed a communications management calendar and recurring items have been added - actual implementation needs work to include details of events</p>	<p>will be available in the predominant languages within the local community. Communications translated/interpreted in Spanish such as mailers, videos, flyers, other material and district data needed to communicate the LCAP. Look into hiring a part-time translator/interpreter who can ensure all communications to the community are provided in Spanish in a timely manner.</p> <p>14. Communications event/project management calendar - Developed a communications management calendar and recurring items have been added - actual implementation needs work to include details of events</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF Base: \$80,603 LCFF S/C: \$457,704 Restricted : \$0	LCFF Base: \$40,880 LCFF S/C: \$396,580 Restricted : \$0	LCFF Base: \$0 LCFF S/C: \$373,291 Restricted : \$0
Source	LCFF Base LCFF S/C	LCFF Base LCFF S/C	LCFF S/C
Budget Reference	LCFF Base: 6910 LCFF S/C: 6240, 6910, 6911	LCFF Base: 6910 LCFF S/C: 6240, 6910, 6911	LCFF S/C: 6350, 6910, 6911

DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$58,948,120	35.73%
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The district's unduplicated pupil percent is estimated at 90.3% for LCAP year 2019-20. The majority of students within Madera Unified are identified as either low-income, English learner or foster youth students. This provides the district with the opportunity to create district-wide programs to improve educational outcomes for the targeted students as well for all students in the district. Madera USD LCAP describes the goals and actions to support student outcomes and addresses the state and local priorities.

LCAP Year: 2018-19

The district has budgeting for 89% unduplicated count of English learners, low-income students, and foster youth based on the Local Control Funding Formula. Approximately 9 out of 10 students districtwide are identified as either low-income, English learners or foster youth. As stated above, the vast majority of students within Madera Unified are identified as either low-income, English learner or foster youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs. A major way we plan to do this is by reducing the number of students at schools with high concentrations of students identified as English learners, low-income or foster youth students. This will be done through investments in facilities and infrastructure improvements. This investment will help us to obtain a significant reduction in the number of students who reside within schools in both the elementary and high school levels as witnessed by the opening of both Virginia Lee Rose elementary and the new high school. More specifically, the opening of Virginia Lee Rose elementary at the beginning of the 2017-18 school year has allowed Madera Unified to reduce the average class sizes at the 4th grade level to 30 students per teacher across all elementary schools. Moreover, 90% of students with disabilities within Madera Unified are considered unduplicated students. Therefore, investments were made to improve and enhance services for students with disabilities. The increased and improved services for unduplicated students have been listed out in the table below

LCAP Year: 2017-18

The district has budgeting for 90% unduplicated count of English learners, low-income students, and foster youth based on the Local Control Funding Formula. Therefore, we expect to receive approximately \$36.5 million in supplemental and concentration funds. Approximately 9 out of 10 students districtwide are identified as either low-income, English learners or foster youth. As stated above, the vast majority of students within Madera Unified are identified as either low-income, English learner or foster youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs. A major way we plan to do this is by reducing the number of students at schools with high concentrations of students identified as English learners, low-income or foster youth students. This will be done through investments in facilities and infrastructure improvements. This investment will help us to obtain a significant reduction in the number of students who reside within schools in both the elementary and high school levels as witnessed by the opening of both Virginia Lee Rose elementary and the new high school. More specifically, the opening of Virginia Lee Rose elementary at the beginning of the 2017-18 school year will allow Madera Unified to reduce the average class sizes at the 4th grade level to 30 students per teacher across all elementary schools. Moreover, 90% of students with disabilities within Madera Unified are considered unduplicated students. Therefore, investments were made to improve and enhance services for students with disabilities. The 9% reflects the increase or improved services for unduplicated students compared to the services provided to all students. During the 2017-18 school year, Madera Unified will receive approximately \$2 million in additional supplemental and

concentration funds compared to the 2016-17 school year. The increased and improved services for unduplicated students include the following:

- Recruit, hire and train teachers in order to begin Madison’s Dual Language Instruction program during the 2017-18 school year
 - Adding an additional DLI TSA specific to address DLI program needs
- Provide English Language Development training to all teachers including Teachers on Special Assignment
- Improvement and increase in facilities and classroom space which will help reduce the teacher-student ratio at school sites which will enable teachers to provide more individualized assistance with differentiated instruction which will support English learners, low-income students and Foster Youth students.
 - All 4th grade classes across the district will have an average class size ratio of 30 students to 1 teacher
- Add additional district academic coaches which will be used to provide targeted and focused professional development to teachers
- Added three strategic planning and data analysis days which will be used by site leaders and their leadership teams to complete a self reflection on both the implementation and effectiveness of the actions listed within their Single Plan for Student Achievement
 - The actions include targeted services to improve English learner achievement at the school sites
- Implementation of the Personalized Learning pilot with Virginia Lee Rose’s 6th grade teaching team
- Development of Lead Teacher Academy and Site leader Data Analysis Coaching sessions in collaboration with the Madera County Office of Education
- Maintain and add Primary Literacy Support Specialist which provide targeted literacy support services to early learners with a special focus on English Learner students
- Maintain and add additional translation services which will target English Learner student families to ensure they can be communicated to in their native language
- Maintain and add additional elementary counselors which will provide support to students at school sites and address social emotional and other behavioral concerns
- Maintain and add additional bilingual roving clerks
- Increase Parent Resource Center services within school sites with high percentages of low-income, English learner and foster youth students
- Dedicated full-time Family Support Specialist focused on providing targeted support to foster youth students
- Professional development for staff which include strategies for utilizing technology to provide targeted instruction to English learners
- Increasing technology in the classroom through purchasing additional Chromebooks and tablet devices
- Targeted professional development for staff which include strategies for working with foster youth students
- Implementation of service-learning pilot at Madera South High School
- Expand and implement a district grading task force to improve inconsistent teacher grading practices which will present the students mastery of courses taken
- Maintain district field trips

Action Description	Population	Description of Increased or Improved Service	Theory of Action Description
Implementation of College and Career Readiness Initiatives	District Wide	This specific action is focused on increasing the opportunities which promote College and Career Readiness for all students. MUSD has an additional 12 Career Technical Education (CTE) teachers and 2 College and Career Readiness Coordinators to provide support for rigorous academic program and future career opportunities through the implementation of Career Technical Education Career Pathways. MUSD offers 21 CTE career pathways that span across 13 Industry sectors all of which are relevant to the local economy of Madera County.	Statement: IF the district provides high quality College and Career Readiness programs that articulate from Kindergarten through high school, THEN teachers will plan for and provide opportunities for career exploration and career preparation that engage students through real-world and relevant career focused curriculum that is aligned to rigorous academic standards, EACH student will graduate high school with the knowledge and skills to be College and Career Ready.
Upgrade and	District	This specific action is effective in increasing and improving	Statement: IF the district provides a

Modernization of Technology	Wide	technology access for all students and teachers. MUSD believes that all students will be proficient in technology skills and to prepare them in pursuit of higher education or a viable career path. In 2017-18 MUSD is 1:1 providing Chromebooks and technology to students and teachers. We support MUSD with 14 Information System Specialist and a Network Administrator.	technology device for every student (1 to 1 ratio of student to device) THEN students will have more engaging opportunities to use technology in the educational setting WHICH will create more technology proficient students who are prepared for higher education and a career.
Continue Expansion and Improvements to Arts, Music and Athletic Programs	District Wide	This action is focused on extending student connection to school and student achievement. Research shows that participation in sports and music not only improves physical health, sports play a positive role in youth development including improved academic achievement, higher self-esteem, fewer behavioral problems and better social skills. MUSD offers an elementary sports program as well as offering a robust PE program. MUSD provides 16 additional PE Teachers and 2 Family Life Teachers to provide support in physical health. MUSD Music programs provide support with 17 Music Teachers and Administrative support.	Statement: IF we provide high quality intracurricular programs such as music and athletic programs districtwide, THEN students will stay more connected to school, be more engaged in their classes, and have fewer behavioral problems, WHICH will improve students' physical health, raise students' self-esteem, and have a positive impact on the academic achievement of all students.
Implementation of Early Learning Intervention	Elementary Schools	This action promotes Early Intervention support for unduplicated students. Research shows that students who attend preschool or Transitional Kindergarten programs do better in school. MUSD provides full day Transitional Kindergarten and Kindergarten which increases achievement in comparison to those attending half-day kindergarten. This additional time provided allows students to learn fundamental skills at a deeper level resulting in higher academic achievement.	Statement: IF we provide early intervention support for students in Preschool and Transitional Kindergarten, THEN students will enter Kindergarten with the academic, social, and emotional capacities to be successful, WHICH will lead to higher academic achievement in comparison to those attending half-day kindergarten.
Maintain and Increase Extended Learning Opportunities for Students	District Wide	This action promotes Extended Learning and Summer School programs which are effective in increasing or improving instruction for unduplicated students. Summer School allows students to learn fundamental skills and improve their level of understanding resulting in higher academic achievement and the opportunity to make up credits to meet graduation requirements. In addition, MUSD After School programs provide students with academic, social and personal enrichment opportunities.	Statement: IF the district provides Extended Learning opportunities and Summer School programs which are effective in increasing or improving instruction for unduplicated students, and which are effective at meeting the academic, social, and personal needs of students, THEN students will learn fundamental skills and improve their level of understanding of standards and concepts, WHICH will lead to higher academic achievement and increased graduation rates.
Support all English learners in attaining English language proficiency and mastery of the Core Content Standards	District Wide	This action is directed toward increasing and improving services for students who are English Learners. Standards aligned support materials that ensure students are making progress in acquiring English language proficiency. Professional Development to MUSD teachers and support from 8 District Academic Coaches, 2 Coordinators of English Language Learners. In addition, MUSD also has a Dual Language Instruction program which has a targeted TSA for that program. MUSD also has an EL Task Force that provides guidance and feedback for our EL population.	Statement: IF we provide the highest level of professional learning and curricular development to support English Learners on a monthly basis, THEN teachers and support staff will work collaboratively within PLC's identifying priority standards, developing lessons and assessments, and analyzing student data, WHICH will lead to an increase in the academic achievement of English Learner students.
Maintain and Expand Educational Services to Special	District Wide	Services in this action are principally directed to increase and improve services for unduplicated students who are in Special Education. MUSD funds 12 SDC Teachers, 1 Autism Teacher and 2 RSP Teachers that provide additional support.	Statement: IF MUSD increases and improves services to unduplicated students in Special Education, THEN SWD will have improved learning opportunities such as differentiated instruction, Universal Design for Learning,

Education Students			access to core curriculum in general education, and strategies aligned to support their specific disability, WHICH will result in increased content mastery, greater student achievement, higher graduation rates, improved preparedness for college and career readiness, and a more positive educational experience for this target population.
Continue Reducing the Average Class Size	Elementary Schools	This action promotes continuing class size reduction. MUSD reduced class size in 4th grade 30:1 in 2018-19 and plans are to open a concurrent enrollment middle school and a new high school.	Statement: IF MUSD builds new classroom facilities THEN additional student housing capacity will be created WHICH will allow the district to lower class loading ratios and ultimately decrease the number of students housed in each available classroom.
Continue Professional Development Related to Implementation of State Standard in ELA/ELD, Mathematics and Science	District Wide	This action promotes increasing and improving effectiveness for teachers who serve many of our unduplicated students. Ongoing professional development which includes a focus on literacy, EL Learners, annual assessments and monitoring effectiveness in the classroom. MUSD has 15 District Academic Coaches that support this action. Training, demonstration lessons, co-plan/teach and observation at each site ensure that classroom teachers are effectively providing the most effective instruction to students.	Statement: IF MUSD employs District Academic Coaches (DAC) who provide teacher training, engage in lesson demonstration, conduct coaching cycles, and provide on-going support for teachers and teachers on special assignment, THEN teachers will plan, develop, and implement lessons that are focused on literacy, student engagement, and instruction that meets the needs of all students, EACH student will improve academically.
Implementation of Professional Development for Classified Staff	District Wide	This action promotes Classified Professional Development to our Classified Staff which is supported through many resources.	Statement: IF MUSD promotes Classified Leadership Development THEN Leadership and Culture will provide a positive climate. WHICH, will result in employees that have a positive work environment, a supportive leader and a strong team of employees.
Increase Time for Site and District Staff to Collaborate in Professional Learning Communities	District Wide	This action provides time for site and district staff to collaborate as Professional Learning Communities (PLC). Site teams include grade level and department teams collaborating on curriculum, instruction, and assessments with a focus on improving teaching and learning. The implementation of the Teacher Leader Academy will provide support and leadership for site teams to improve in their capacity to collaborate in PLC teams. In addition, District Academic Coaches will provide support for this action by working with site teams on their implementation of curriculum, instruction, and assessment. District PLC teams will include principals working in cohorts to collaborate on school data and the implementation of the Academic Accountability Model and other district initiatives.	Statement: IF the district provides time and support for site and district staff to collaborate as Professional Learning Communities with a focus on building shared knowledge and improving student learning THEN this process of learning together will help our educators build their capacity to create powerful PLC's that are focused on learning, are collaborative with a collective responsibility, and are results oriented, WHICH will ensure that all students are learning at high levels of achievement.
Implementation of New Madera Unified Accountability System	District Wide	This action is specifically used to support district leaders, site administrators and teachers in the strategic planning and cycle of inquiry process. MUSD will hold three different strategic academic planning days where site leaders, lead teachers and other site level support roles will work together as a team to review and reflect on results and determine adjustments or changes to the focus areas for the site plans. The goal of these days is to determine the best way for sites to make improvements with a special focus on improving results for	Statement: IF MUSD continues to provide the SPSA Dashboard and support to site leadership teams to conduct strategic planning sessions during three non-instructional days that are spread out evenly over the course of the school year THEN school sites will be able to identify and monitor performance gaps for English learners, low income and foster youth students and create a cogent,

		students at an individual subgroup level (low income, English learner, homeless and foster youth students). The Madera Unified SPSA Dashboard is an important application which is used to support school sites with a powerful data analysis tool which allows sites to drill down and review student achievement results at a student subgroup level. Furthermore, MUSD will maintain and update the LCAP Dashboard. The LCAP Dashboard is a public tool that provides annual updates on state and local indicators. Stakeholders can use this tool to see how district adopted key-actions are impacting student outcomes.	researched-based academic plan to increase personalized services WHICH will result in subgroup performance levels being on par or within one level of "All Students" performance in the California School Dashboard.
Maintain Grade Level Field Trips for K-6	Elementary Schools	This action supports an increase to all unduplicated elementary students. MUSD K-6 grade students will have an educational experience in the form of a field trips which provide hands on activities, dinosaur digs, and explore science while at play.	Statement: IF MUSD maintains support and operations for our Grade Level Field Trips for K-6 students THEN students will experience hands on activities that compliment and heighten learning that occurs in the classroom WHICH will result in student buy in and further comprehension of subject matter and concepts related to the activities.
Maintain District Supports and Operations	District Wide	This action is principally directed towards improving services and a foundation of support for students and staff. Support services include: 22 Safety Officers, 2 Community Support Specialist , Gang Intervention Specialist, 5 Student Mentors and Student Services support. This action also provides technology support of 1:1 and support from the Chief Academic Office to each school site.	Statement: IF MUSD maintains support and operations for our school sites THEN students and staff will be supportive with a quality working environment. Security, Gang Intervention and Student Services WHICH will result in improved services to all MUSD students and staff.
Continue Improving the Quality and Nutritional Food Offerings to Students District-wide			Statement: IF the district provides food offerings that are visually appealing, taste great, and meet USDA nutritional guidelines THEN student consumption at breakfast and lunch will increase WHICH will result in improved student health and ultimately student well-being.
Implementation of Replacement Schedule for Facilities, Equipment, Technology and Other Needs	District Wide	This action provides support to all unduplicated students. MUSD believes that all students will be proficient in technology skills and to prepare them in pursuit of higher education or a viable career path. In 2017-18 MUSD is 1:1 providing Chromebooks and technology. Classroom will also have the technology needs to provide classroom lessons that lead to a higher level of academic achievement.	Statement: IF the district implements and maintains a replacement schedule for facilities, equipment, technology, and other needs THEN students and staff will have the necessary resources available to create exemplary teaching and learning environments WHICH will result in improved school culture, moral, and learning.
Implementation of Professional Development Related to Improving School Safety and Climate	District Wide	This action is primarily directed to provide support in professional development to all administrators around disciplinary codes and implement a reporting process Referral Rhino.	Statement: IF MUSD provides professional development to all administrators around disciplinary codes in Referral Rhino, THEN administrators are more likely to successfully use Referral Rhino, WHICH will result in improved data collection, facilitate access to, and analysis of discipline data, provision of targeted interventions to at-risk students identified through data review/analysis, and provide opportunities for greater student engagement and participation in the educational process.

<p>Continue to Recruit and Retain Highly Qualified Teachers and Support Staff</p>	<p>District Wide</p>	<p>This specific action is directed toward providing additional support staff for improved services to all students and teachers in three areas. Behavioral Health, Healthy Child and MIC support. In 2017-18 MUSD has began to build a Behavioral Support Department. Continuing into 2018-19 this Department will consist of qualified MTSS (Multi-Tiered Support Services such as Director of Behavioral Health, Behavior Analyst, MTSS Specialist, LCSW. Currently on staff are 12 Psychologist and 43 Counselors that have been providing increased support to students providing a positive behavioral and social/emotional structures for students, parents and staff. Based on referrals and observations, the goal is to provide a positive teacher/student relationship. Students who have experienced trauma and social emotional difficulties will receive support to reduce disciplinary incidents. This will provide a supportive engaged learning environment, reduce drop-out rates, suspensions and increase attendance. Other increased support to students is 6 LVN, 8.5 Nurses and 3.5 Health Services Assistants. MUSD also provides MIC support to teachers to improve their skill set, performance and instructional strategies.</p>	<p>Statement IF MUSD can hire fully credentialed teachers, provide those teachers with all of the necessary support staff and services THEN the teachers can focus on building positive teacher/student relationships to help reduce the drop-out rate, suspensions and increase attendance.</p>
<p>Continue to Maintain and Expand Parent Resource Centers</p>	<p>District Wide</p>	<p>This action is principally directed to increase services to parents and promote parent involvement and support. Effective relationships and collaboration between families and the school will support and enhance the students educational experiences. Parental school involvement is linked to increased academic success and a positive school climate which will lower absenteeism and behavior problems. Eight Parent Resource Centers are currently in operation providing relevant comprehensive academic services through the support of four full-time and five part-time Parent Resource Center Assistants. Their roles are to support parents and families through mutual respect, culturally inclusive practices, identify and share academic resources, and maintaining open lines of communication between our schools' personnel and parental community. The following Parent Resource Centers are housed within the following school sites: Sierra Vista, Monroe, Lincoln, Alpha, Millview, Washington, Virginia Lee Rose, and Small Fry Parent Co-Op.</p>	<p>Statement: IF MUSD continues to increase services to parents and promote parent involvement, THEN effective collaborative relationships will develop between families and schools, allows access to parent education opportunities, and strategies to better support their student's education, WHICH will result in enhanced educational experiences for students, increased academic success and attendance, positive school culture, as well as decreased student discipline, resulting in positive relationships between school and home.</p>
<p>Maintain and Expand Supports for Foster, Homeless, Migrant, Teens Parents and Other Unique Student Population Groups</p>	<p>District Wide</p>	<p>This specific action supports and provides services to our Foster, Homeless and Teen Parent population. Services provide resources to Foster Youth to reduce barriers of learning. Mentoring and building connections and support structures will increase attendance, decrease dropout and suspension rates and increase graduation rates. MUSD provides support from the Family Support Specialist and Program Manager to Foster and Homeless students to ensure they have access to shelter, clothing, meals and instructional supplies. Once identified additional help is provided through tutoring which is offered after school and during intervention, students have the opportunity to use chromebooks which have been set up at the secondary school sites, work directly with secondary counselors who have been assigned to work directly with this population. Local agencies are contracted to provide STEAM programs and workplace readiness. In</p>	<p>Statement: IF MUSD supports and provides services to our Foster, Homeless, and Teen Parent Populations, THEN these specific populations will receive support in the challenges unique to these specific groups of students, resulting in improved attendance, engagement, access to core curriculum, higher grades, opportunities for community involvement, exploration of college and career opportunities, and access to needed resources, WHICH will result in physically and mentally healthier students, higher graduation rates, and adults who are more likely to be productive members of the community.</p>

		addition, MUSD has a Cal Safe program for expectant and parenting students and their children.	
Maintain and Expand Adult Education Program		This action will build a STRONGER Madera where Madera Adult School and Madera County Workforce Center partner to provide community education programs to build a strong workforce that helps community members gain purposeful employment. Certification classes provide specialized training that includes Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), and Microsoft Office Specialist. In addition, students not earning a high school diploma through completion of a traditional high school program can complete the HiSET program at MAS to earn certification by passing the High School Equivalency Test.	Statement: IF the district maintains and expands the Adult Education Program through a partnership with the Madera County Workforce Center, THEN the City of Madera will gain a highly skilled workforce with appropriate job training, and a strong educational background, WHICH will benefit to the continued economic health of business and industry in the City of Madera.
Continue Partnering with Community-based Organizations to Help Develop Parent Leadership in LCAP Engagement and Annual Budget Process	District Wide	This action supports and brings the community together to give input to MUSD. The District will partner with MCCJ - Madera Coalition for Community Justice to provide the community with an engagement process to receive feedback and input regarding the Districts LCAP.	Statement: IF MUSD partners with MCCJ to support outreach and facilitation of the LCAP engagement process to the parent community with a focus on targeting english learner parents, THEN english learner parents will be more engaged in the LCAP process WHICH will lead to higher engagement and participation of english learner parents in the LCAP process.
Maintain and Update LCAP Dashboard	District Wide	MUSD will maintain and update the LCAP Dashboard. The LCAP Dashboard is a public tool that provides annual updates on state and local indicators. Stakeholders can use this tool to see how district adopted key-actions are impacting student outcomes.	Statement: IF MUSD maintains and updates the LCAP dashboard to align to existing state-level accountability measures with the ability to drill down to subgroup-level data THEN stakeholders who use this tool will have a better understanding of how supplemental and concentration grant funds are impacting student outcomes for English learners, low income and foster youth students WHICH will create increased advocacy and external accountability on behalf of these high-priority subgroups.
Maintain and Expand Interpretation and Translation Services	District Wide	This action is specifically targeted to support all students and families with translation and Interpretation Services at school sites in the predominant languages within the local community. MUSD provides extra support with 8 full time Interpreters.	Statement: IF MUSD provides translation/interpretation services to support all students and families whose primary language is other than English, THEN these students and families will be included more meaningfully in the educational system, by being able to participate in a variety of school and district level committees such as DLAC, ELAC, School Site Council, etc.as well as provide the ability to communicate orally and in writing with teachers, counselors, and other staff to support their student's education and participation in school activities, and it assures legal compliance with assessments conducted in the student's primary language, as well as provide legal document translation in the parents primary language, WHICH will

			improve parent participation, school to home communication, legal compliance and will allow parents to contribute to their student's educational experience.
Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community	District Wide	This action provides additional services to unduplicated students and their families by providing educational information regarding the District, School Sites and Programs that the District offers. Communication will be available in the predominant languages and MUSD LCAP information will be provided by many methods such as digital, social media, radio, newspaper, mailers, flyers, website and other media outlets. Madera Unified will utilize a customer relationship management system to provide differentiated and targeted communications to constituents across the community with a special emphasis on communication to low income students, english learners and foster and homeless youth students.	Statement: IF MUSD provides user-friendly marketing and communication tools (such as templates and kits in English and Spanish) to ensure that the district engages its stakeholders with clarity, consistency and transparency, THEN the district office and site staff will use educational, engagement materials (e.g. LCAP) with parents of unduplicated students WHICH will increase parent feedback on how to use supplemental and concentration grant dollars to increase and improve services for English learners, low income and foster youth students.

APPENDIX B

Key Action Evaluation Rubric

Area Descriptor	Score			
	Full Implementation	Strong Implementation	Moderate Implementation	Limited Implementation
Implementation	<p>Clear measurable outcome(s) related to the action/service exist and results are captured and monitored <i>frequently</i>. (e.g. surveys, expenditures, participant counts)</p> <p>The following are observed in the implementation of the action/service: 1) <i>clearly</i> defined needs that the action/service will address, 2) <i>full</i>-engagement of targeted individuals, 3) <i>remarkably well</i> designed plan and calendar, and 4) proven evaluation/monitoring tool <i>in use</i>.</p>	<p>Clear measurable outcome(s) related to the action/service exist and results are captured and monitored <i>occasionally</i>. (e.g. surveys, expenditures, participant counts)</p> <p>The following are observed in the implementation of the action/service: 1) needs defined that the action/service will address, 2) <i>partial</i>-engagement of targeted individuals, 3) <i>well</i> designed plan and calendar, and 4) evaluation/monitoring tool <i>in development</i> (e.g. planned), but not in use.</p>	<p>Measurable outcome(s) related to the action/service exist, but are <i>not clear</i> - meaning the purpose and validity are in question. The measurable outcome results are captured and monitored <i>infrequently</i>. (e.g. surveys, expenditures, participant counts)</p> <p>The following are observed in the implementation of the action/service: 1) <i>vaguely</i> defined needs that the action/service will address, 2) <i>inadequate</i>-engagement of targeted individuals, 3) <i>poorly</i> designed plan and calendar, and 4) evaluation/monitoring tool <i>does not exist</i>.</p>	<p>Measurable outcome(s) related to the action/service <i>does not exist</i>.</p> <p>The following are observed in the implementation of the action/service: 1) <i>does not identify a need</i> or <i>poorly</i> defined needs that the action/service will address, 2) <i>zero</i>-engagement of targeted individuals, 3) plan and/or calendar <i>does not exist</i>, and 4) evaluation/monitoring tool <i>does not exist</i>.</p>

Area Descriptor	Score			
	Exemplary	Good	Fair	Poor

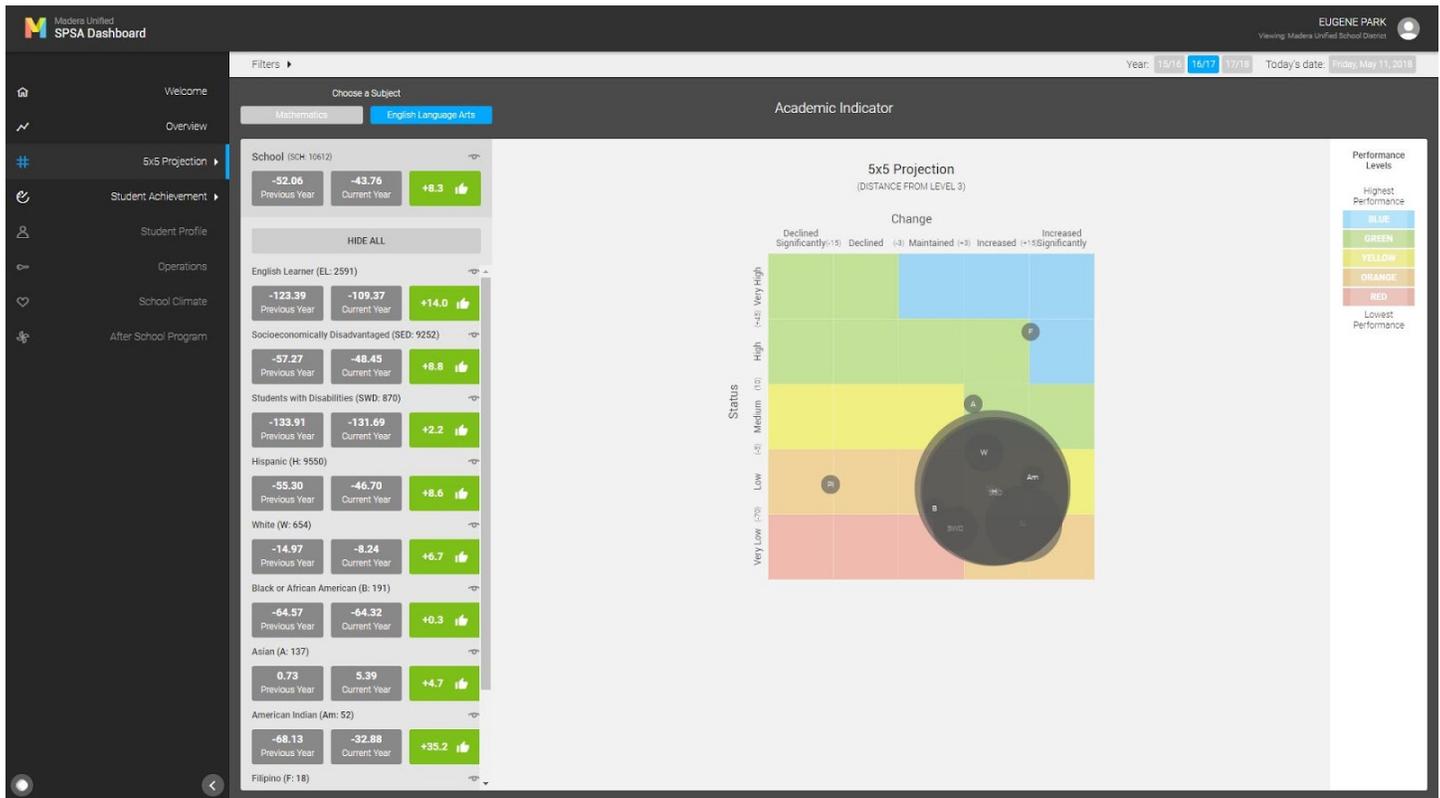
<p>Effectiveness</p>	<p>Clear measurable outcome(s) related to the action/service exist and results are captured and monitored <i>frequently</i>. (e.g. test scores, surveys, evaluation tool results, ROI analysis results)</p> <p>The following are observed to evaluate the effectiveness of the action/service: 1) <i>remarkably enhanced</i> the broader goal which this action/service is a part of, 2) <i>very high</i> rate of return on investment (ROI), 3) <i>very high satisfaction</i> of individuals served by action/service, 4) <i>exceeded</i> or <i>met</i> industry leading standards/strategies, and 5) <i>surpassed</i> expectations of action/service.</p>	<p>Clear measurable outcome(s) related to the action/service exist and results are captured and monitored <i>occasionally</i>. (e.g. test scores, surveys, evaluation tool results, ROI analysis results)</p> <p>The following are observed to evaluate the effectiveness of the action/service: 1) <i>enhanced</i> the broader goal which this action/service is a part of, 2) <i>high</i> rate of return on investment (ROI), 3) <i>high satisfaction</i> of individuals served by action/service, 4) <i>met</i> industry leading standards/strategies, and 5) <i>met</i> expectations of action/service.</p>	<p>Measurable outcome(s) related to the action/service exist, but are <i>not clear</i> - meaning the purpose and validity are in question. The measurable outcome results are captured and monitored <i>infrequently</i>. (e.g. test scores, surveys, evaluation tool results, ROI analysis results)</p> <p>The following are observed to evaluate the effectiveness of the action/service: 1) <i>supported</i> the broader goal which this action/service is a part of, 2) <i>medium</i> rate of return on investment (ROI), 3) <i>average satisfaction</i> of individuals served by action/service, 4) <i>partially met</i> industry leading standards/strategies, and 5) <i>partially met</i> expectations of action/service.</p>	<p>Measurable outcome(s) related to the action/service <i>does not exist</i>.</p> <p>The following are observed to evaluate the effectiveness of the action/service: 1) <i>did not support</i> the broader goal which this action/service is a part of, 2) <i>low</i> rate of return on investment (ROI), 3) <i>low satisfaction</i> of individuals served by action/service, 4) <i>did not meet</i> industry leading standards/strategies, and 5) <i>did not meet</i> expectations of action/service.</p>
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APPENDIX C

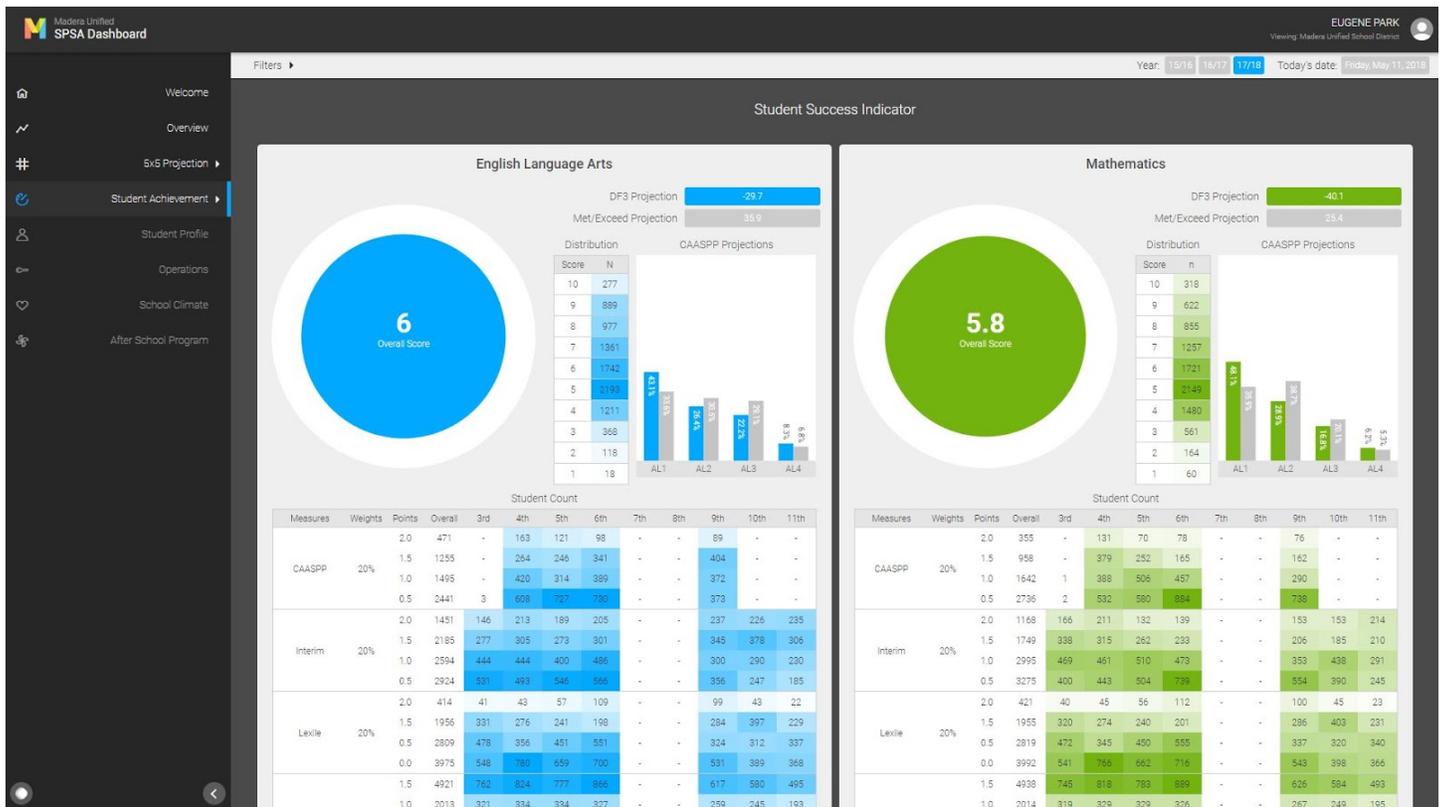
SPSA Dashboard

Overview

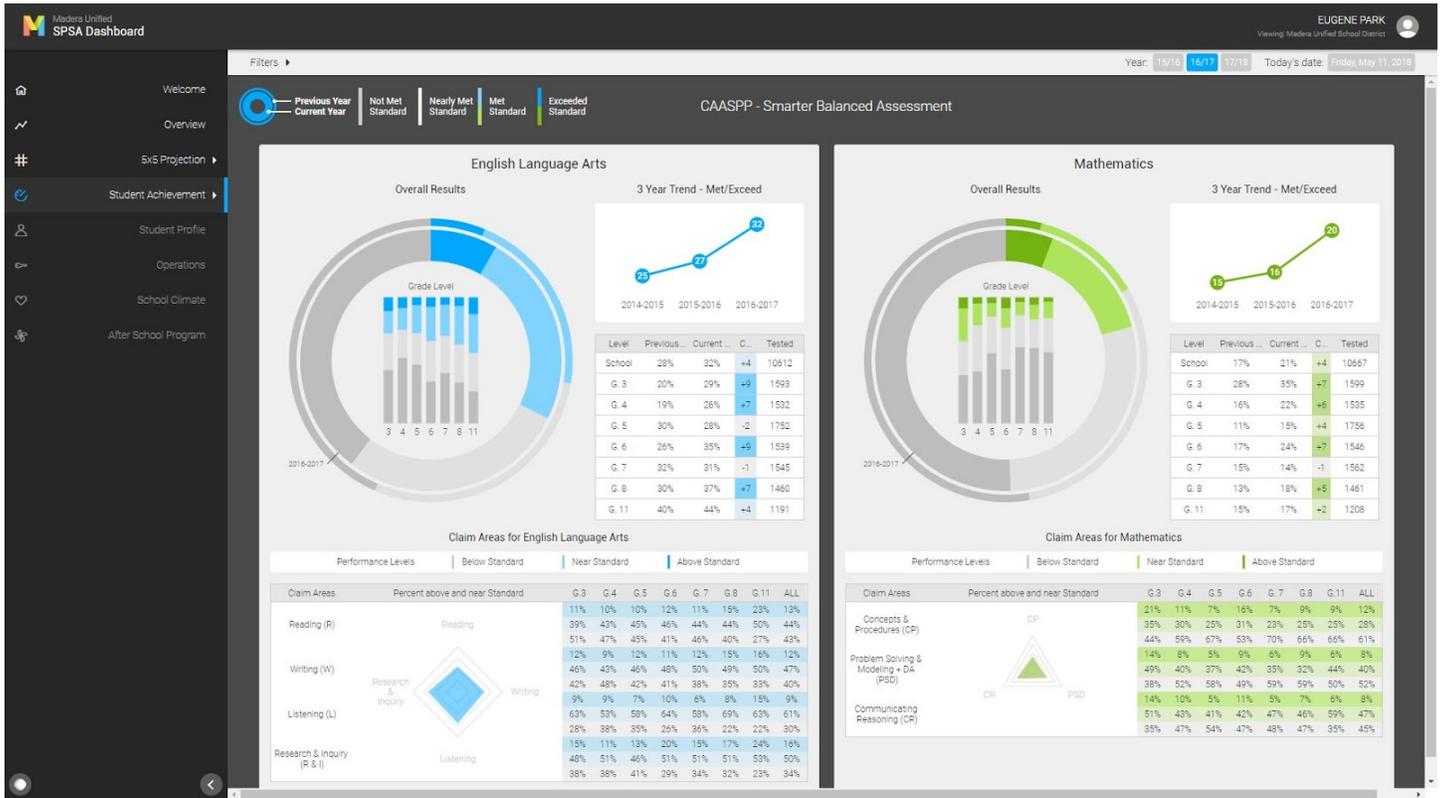




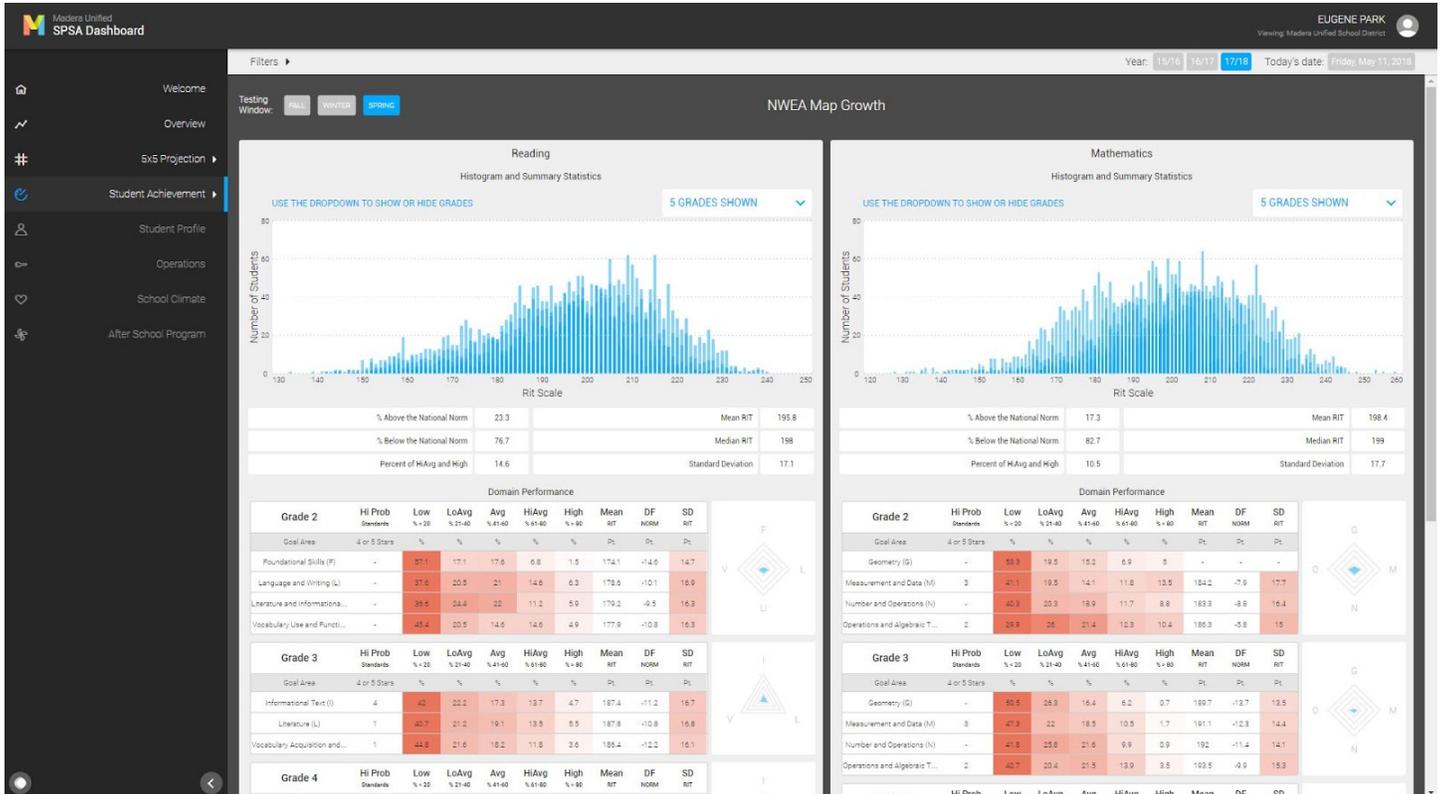
Student Success Indicator



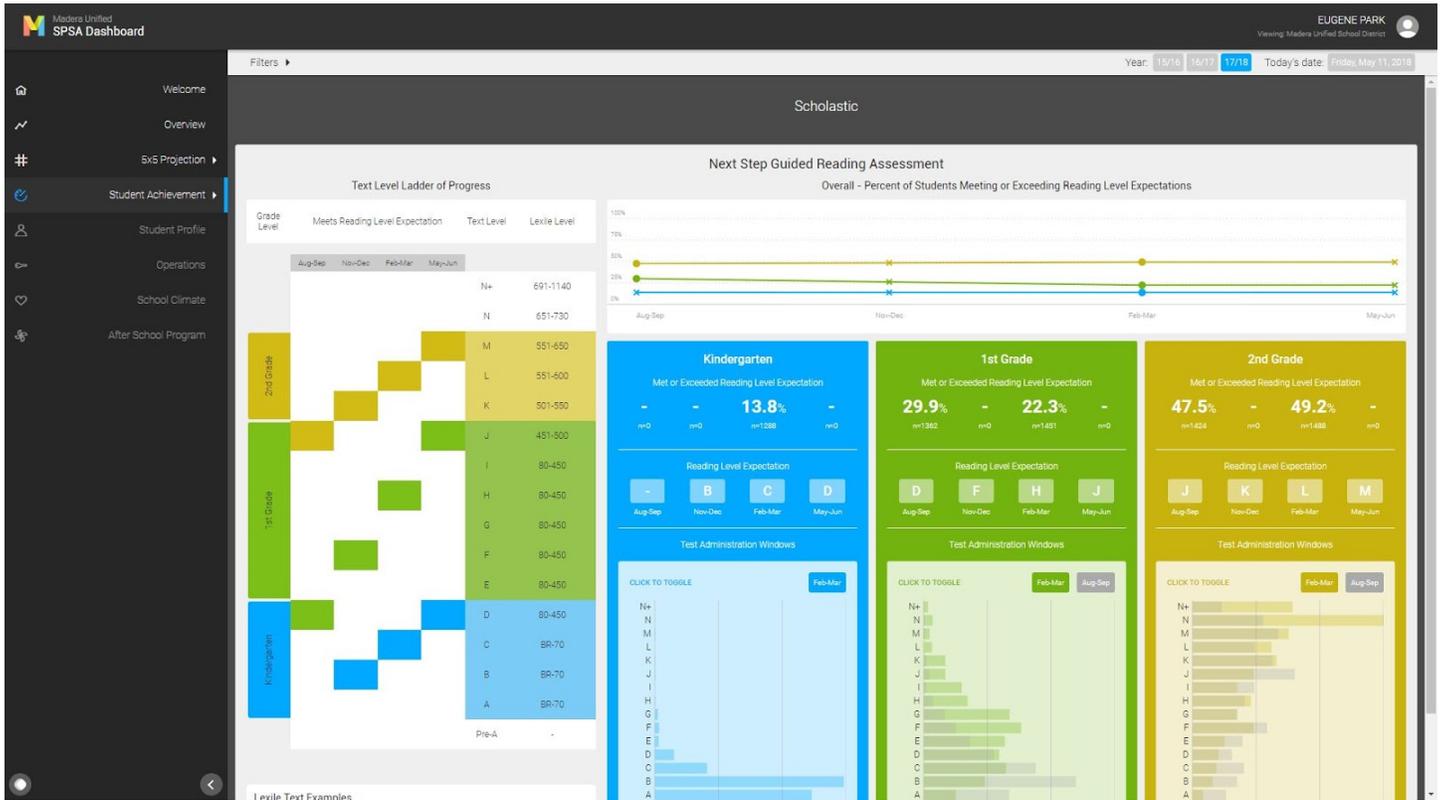
CAASPP - Smarter Balanced Assessment



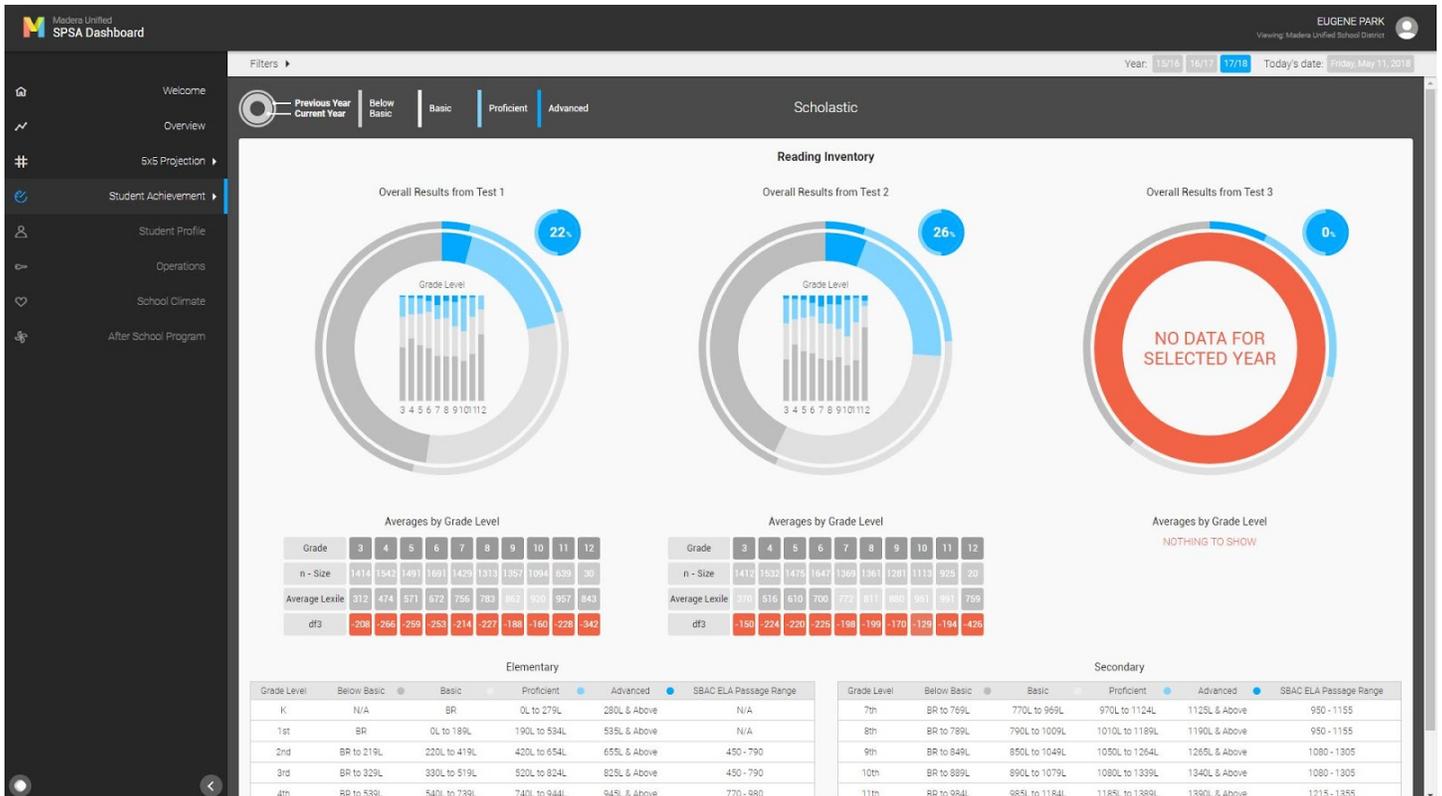
NWEA Map Growth



Scholastic Next Step Guided Reading Assessment



Scholastic Reading Inventory



APPENDIX D
LCAP Dashboard Metrics

LCAP Dashboard Metrics and Descriptions

Priority 1: Basic Services

Basic Services means ensuring all students have access to teachers fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Research shows when students are provided with these basic tools, student learning outcomes increase as if they had 30 days more of instructional time.

#	Mandated By	Metric Name	Metric Description	Recommendation
1	District	Annual retention rate for all employees	The annual rate for all employees is the rate that employees stay within the organization. This rate is calculated by taking the number of active employees who have not left the organization within the year divided by the total number of active employees plus employees who left the organization during the same year.	Remain the same
2	State	Availability of standards aligned instructional materials	All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The county office of education completes an annual inspection and provides districts with an overall rate at which instructional materials are available for student.	Required to be reported on California Dashboard. Data is currently reported in the School Accountability Report Card (SARC)
3	State	Overall facility rating	The county office of educational completes an annual inspection of facilities and provides districts with a facilities rating.	Required to be reported on California Dashboard. Data is currently reported in the School Accountability Report Card (SARC)
4	State	Teacher missassignment rate	Miss assignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	Required to be reported on California Dashboard. Data is currently reported in the School Accountability Report Card (SARC)
5	District	Campus aesthetic rating	The campus aesthetic rating provides an overall rating of how beautiful the campus looks during a random audit performed by the maintenance and operations department.	New Indicator

Priority 2: Implementation of State Standards

Implementation of State Standards means ensuring all students including English Language Learners, have access to school programs and services based on California's academic content and performance standards. This includes Common Core State Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards. New learning standards help students develop critical thinking skills and prepare them to be civically engaged and college and career ready.

	Mandated By	Metric Name	Metric Description	Recommendation
6	District	Percent of staff who feel that professional development has prepared them for the shifts to common core state standards	Survey was developed and administered to Teachers across the district. This metric reflects the results of the survey questions.	Required to be reported on California Dashboard through narrative summary
7	District	Percent of staff who feel they are receiving satisfactory professional development for their current position	Survey was developed and administered to Teachers across the district. This metric reflects the results of the survey questions.	Required to be reported on California Dashboard through narrative summary

19	State	Academic Performance Indicator-Growth	The Academic Performance Indicator-Growth. State legislation, the Public Schools-Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the API, which summarizes a school's or a local educational agency's (LEA's) academic performance and progress on statewide assessments. (An LEA is a school district or county office of education.)	Retire due to no longer have an API calculation
20	State	EL student redesignation rate	This metric returns the percent of english learner students who were redesignated during the school year.	Remain the same
21	District	Growth on Local Assessment (ELA, MATH and Science)	This metric returns the percent of students who have demonstrated growth in the district local assessment.	Remain the same
22	District	Growth on local assessment measuring early literacy and reading (K-3)	This metric returns the percent of students who have demonstrated growth in the district local assessment.	Remain the same
23	State	Growth on SBAC/STAR (ELA, Math and Science)	This metric returns the percent of students who have demonstrated growth in ELA, Math and Science.	Change the metric to average scale score distance from level 3 growth.
24	State	Long Term EL rate	Long-term English learner (or LTEL) is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills	Remain the same
25	District	Percent of 11th grade students who scored 1500 or above on the SAT	This metric returns the percent of students who scored 1,500 or above on the Scholastic Aptitude Test (SAT).	Remain the same
26	State	Percent of EL students improving one proficiency level or more on the CELDT	Percent of English Learner students that advanced one or more levels on the California English Language Development Test	Remain the same
27	District	Percent of students passing the AP exam (scoring 3+)	This metric returns the percent of students who scored 3 or above on the AP exam. Advanced Placement (AP) or Honors courses reflect more rigorous curriculum.	Remain the same
28	District	Percent of students who scored college ready on the EAP exam	This metric returns the percent of students who scored college ready on the EAP exam. The Early Assessment Program (EAP) lets students know if they are ready for college-level work in English and mathematics at the end of their junior year of high school.	Remain the same

Priority 5: Pupil Engagement

Pupil Engagement means providing students with programs work and opportunities both in and out of the classroom that motivates them and keeps them in school. Research further shows that when students are healthy in mind and body, they are more engaged, miss less school, focus better in class, and are more likely to graduate. Different types of teaching methods can also keep more students engaged. Students look forward to attending school when they feel a community of caring adults and peers support their success.

	Mandated By	Metric Name	Metric Description	Recommendation
29	State	Dropout rate (Cohort)	The dropout rate is the percentage of Madera Unified students who dropped out during the selected school year, before completing their graduation requirements.	Remain the same
30	State	Graduation Rate (Cohort)	Graduation Rate (Cohort) indicates the percentage of students meeting Madera Unified's minimum High School Graduation Requirements.	Remain the same
31	District	Attendance Rate	The attendance rate indicates the percent of students attending school	Remain the same
32	State	Percent of students with an attendance rate below 90 percent (Chronic Absenteeism)	Student with an attendance rate below 90 percent are considered chronic absenteeism	Remain the same
33	District	Percent of parents who feel their school provides a variety of extra-curricular activities for student and parents to be engaged in the community	Survey was developed and administered to parents across the district. This metric reflects the results of the survey questions.	Remain the same
34	District	Percent of students engaged in arts, music, sports or other activities	This metric returns the percent of students enrolled in arts, music, sports or clubs across the district.	Remain the same

Priority 6: School Climate

School Climate means factors, both inside and outside the classroom that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school. Every child is entitled to a safe and peaceful environment that promotes learning. All students should feel respected, included, socially and emotionally cared for, and expected to succeed. Teachers, administrators, school staff, parents, students and community members must work together to create such environments on all campuses.

	Mandated By	Metric Name	Metric Description	Recommendation
35	District	Expulsions per 100 students	This metric returns the number of in school expulsion incidents divided by the total number of enrolled students within the school.	Remain the same
36	State	In School Suspensions per 100 students	This metric returns the number of in school suspension incidents divided by the total number of enrolled students within the school.	Remain the same
37	State	Out of School Suspensions per 100 students	This metric returns the number of out of school suspension incidents divided by the total number of enrolled students within the school.	Remain the same
38	District	Percent of parents strongly agreeing to the statement "This school is a supportive and inviting place for students to learn"	Survey was developed and administered to parents across the district. This metric reflects the results of the survey questions.	Required to be reported on California Dashboard through narrative summary
39	District	Percent of parents who feel their school provides a safe and healthy environment for learning	Survey was developed and administered to parents across the district. This metric reflects the results of the survey questions.	Change to "How well do administrators at your child's school create a school environment that helps children learn? " (Parent Question)
40	District	Percent of staff strongly agreeing to the statement "This school is a supportive and inviting place for students to learn"	Survey was developed and administered to staff across the district. This metric reflects the results of the survey questions.	Change to "Overall, how much do you feel like you belong at your school?" (Student Question)
41	District	Percent of staff strongly agreeing to the statement "This school is welcoming to and facilitates parent involvement"	Survey was developed and administered to staff across the district. This metric reflects the results of the survey questions.	Change to "I feel that my school is a supportive and inviting place for students to learn" (Staff Question)
42	District	Number of complaints by unique individuals which were raised to the district level	This metric reflects the total number of complaints by unique individuals which get to the district office level.	New Indicator
43	District	Percent of parents who agree or strongly agree to the statement "The office staff at my child's school is always professional and respectful of my time."	Survey was developed and administered to parents across the district. This metric reflects the results of the survey questions.	New Indicator
44	District	Number of students involved in formal planning meetings (student LCAP meeting, restorative justice, etc.)	This metric reflects the total number of students involved in formal planning meetings.	New Indicator

Priority 7: Course Access

Course Access means a broad course of study in required subject offered for all students. This includes math, social science, science, visual and performing arts, health, physical education, career and technical education and others, regardless of what school students attend or where they live. When schools provide wide access to many different classes, students receive a full learning experience, are more likely to graduate, and are better prepared for higher education, employment and their roles and responsibilities as adults later in life.

	Mandated By	Metric Name	Metric Description	Recommendation
45	District	Percent of students taking AP/Honors courses	This metric returns the percent of students taking AP/Honors courses within secondary schools. Advanced Placement (AP) or Honors courses reflect more rigorous curriculum.	Remain the same
46	State	Percent of graduates who have completed a CTE pathway	This metric returns the percent of graduates who have completed a CTE pathway. Career Technical Education (CTE) pathways are completed when a coherent, articulated sequence of rigorous academic and career/technical courses have been passed by a student. CTE pathways begin in the ninth grade and lead to an associate degree, baccalaureate degree and beyond, an industry recognized certificate, and/or licensure.	Remain the same
47	State	Percent of students enrolled in a CTE pathway	This metric returns the percent of students enrolled in a CTE Pathway program.	Remain the same

Priority 8: Other Pupil Outcomes

Other Pupil Outcomes means the measurement of student per in some specific, required areas of study. This includes classes for physical education, the arts, career technical training and foreign languages.

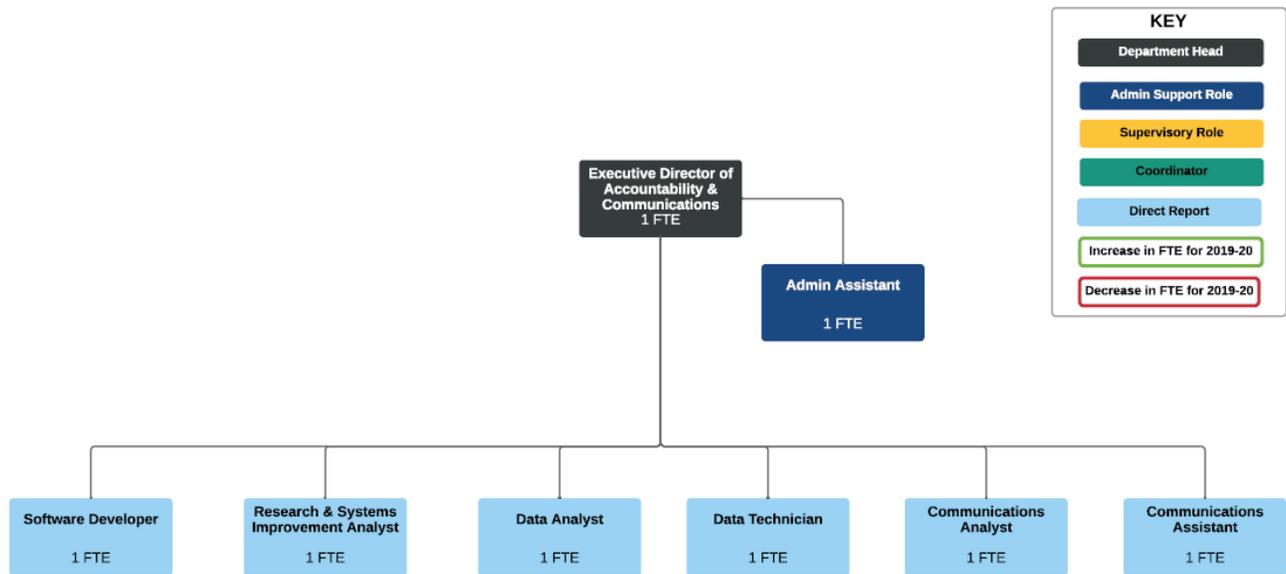
	Mandated By	Metric Name	Metric Description	Recommendation
48	District	Percent of 12 grade students who completed their FAFSA	This metric returns the percent of 12th grade students who completed the Free Application for Federal Student Aid (FAFSA). The FAFSA provides students with the opportunity to obtain federal and student aid to pay for higher education.	Remain the same
49	District	Percent of students who enroll in post - secondary education	This metric returns the percent of 12th grade students who enrolled in post - secondary education within 6 months after graduating high school.	Remain the same
50	District	Percent of 11th grade students who took the SAT	This metric returns the percent of 11th grade students who took the SAT. The SAT is an aptitude test which most 4 year colleges require for admission.	Remain the same

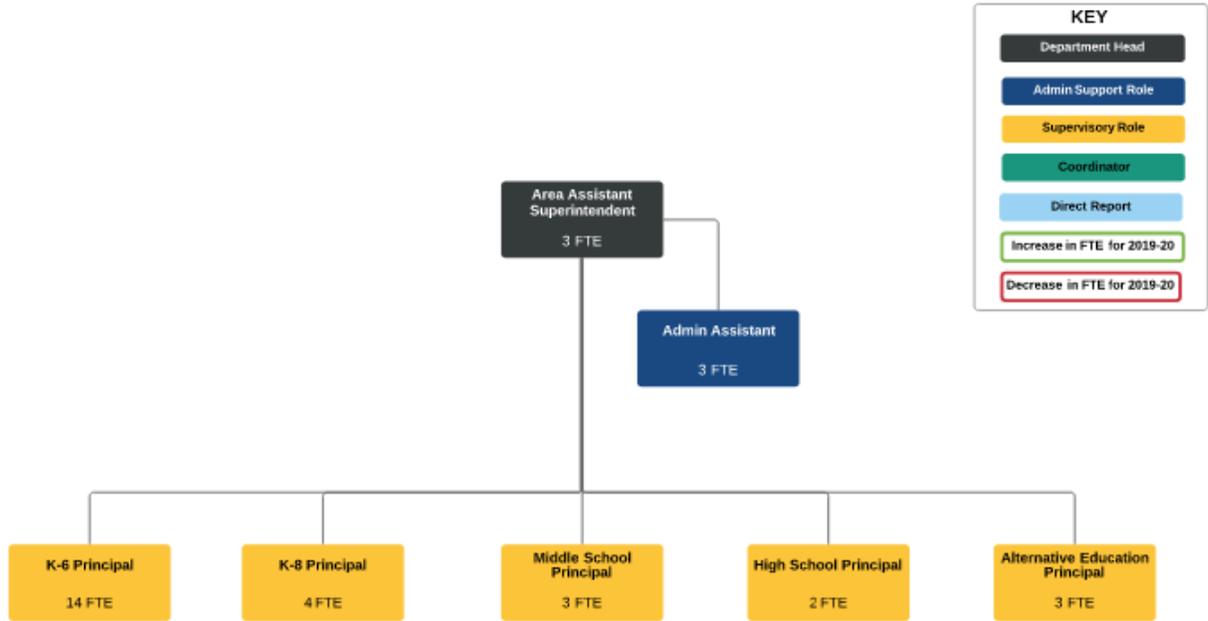
APPENDIX E

2019 - 2020 Organizational Charts

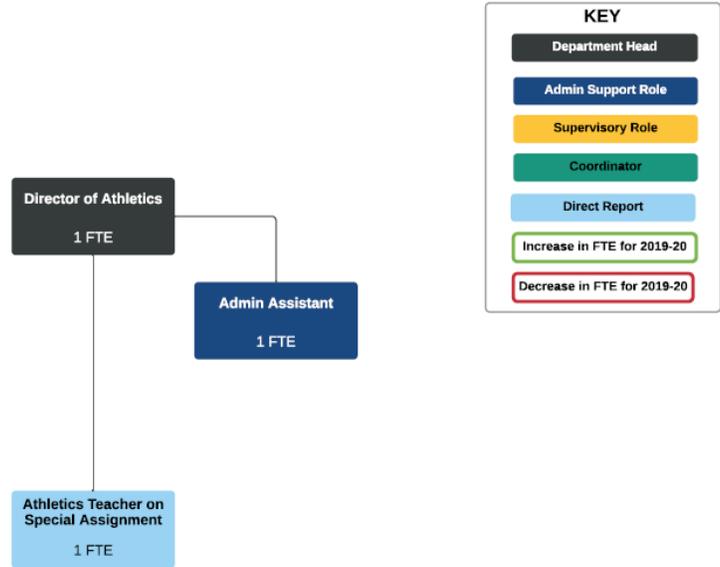
Accountability & Communications Organizational Chart

Madera Unified School District | May 9, 2019



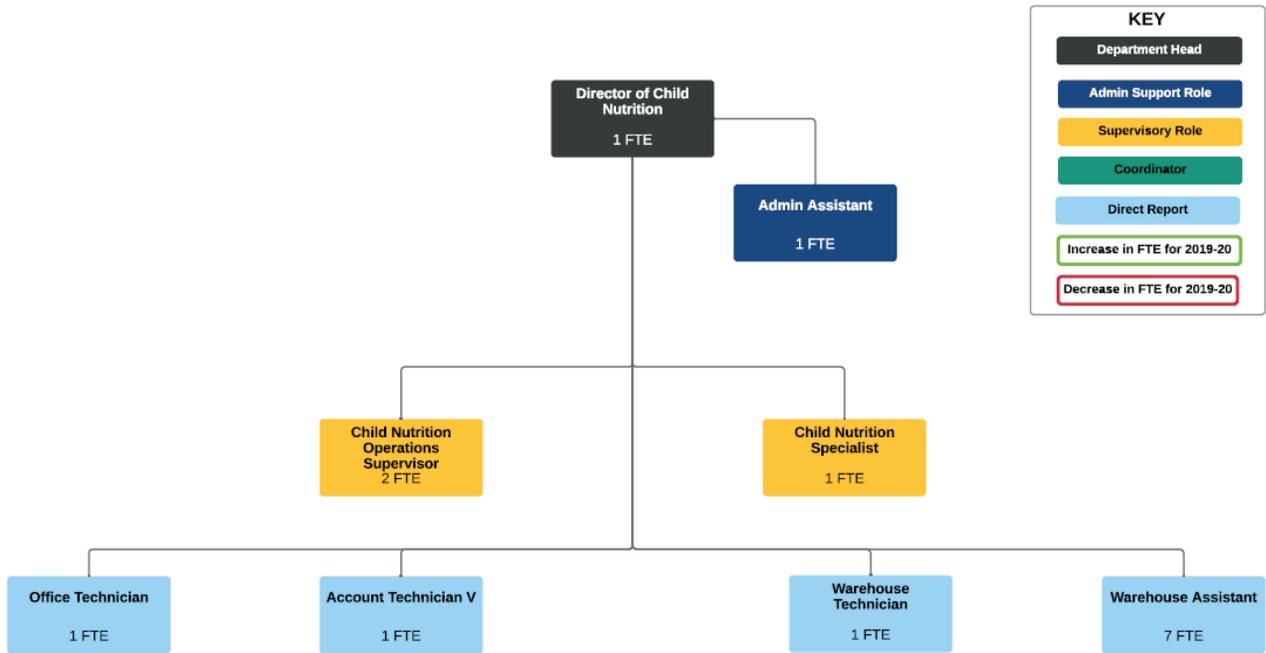


FTE - Full Time Equivalent



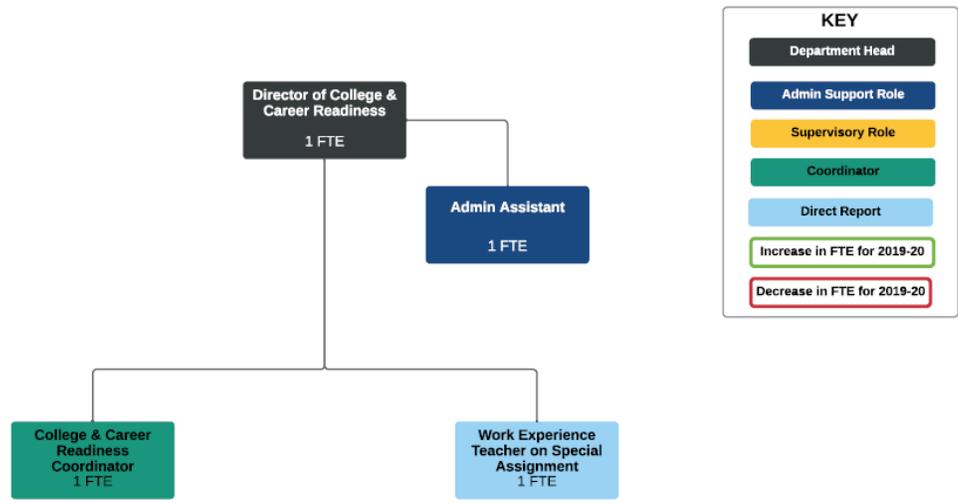
Child Nutrition Organizational Chart

Madera Unified School District | May 9, 2019



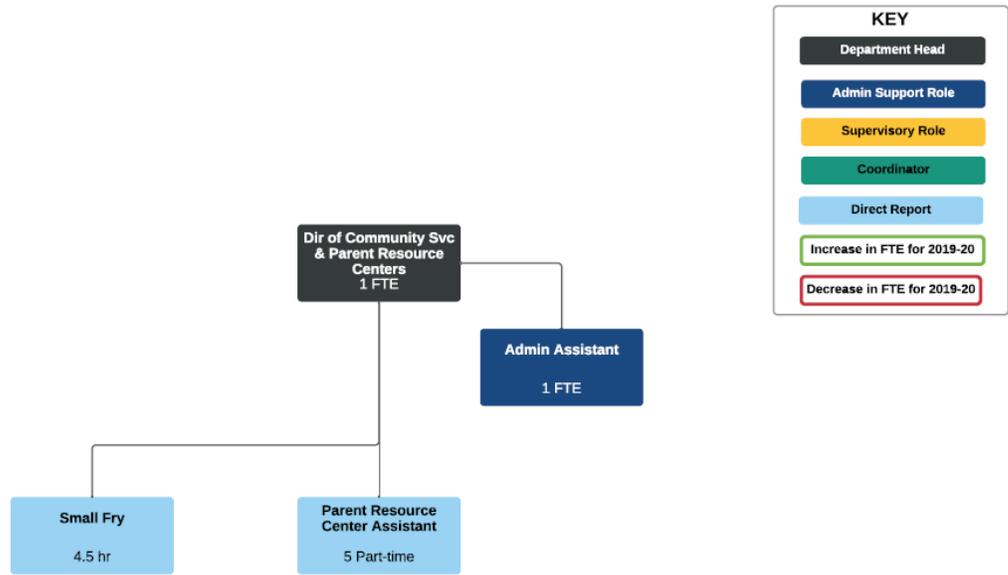
KEY

- Department Head
- Admin Support Role
- Supervisory Role
- Coordinator
- Direct Report
- Increase in FTE for 2019-20
- Decrease in FTE for 2019-20

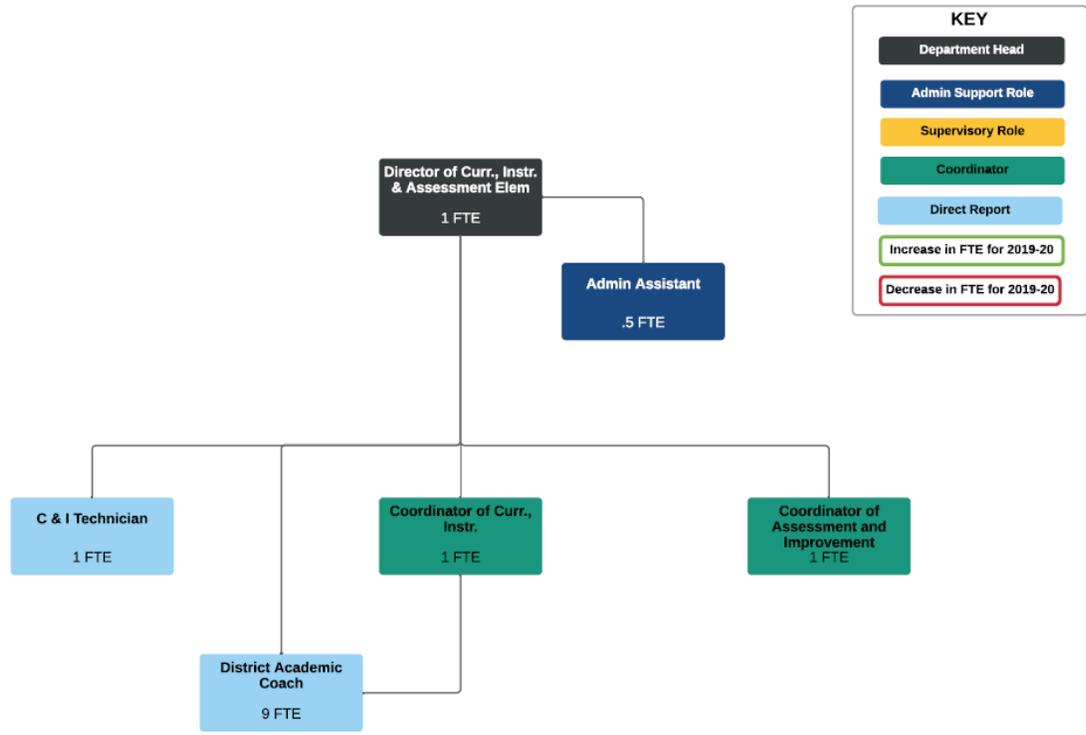


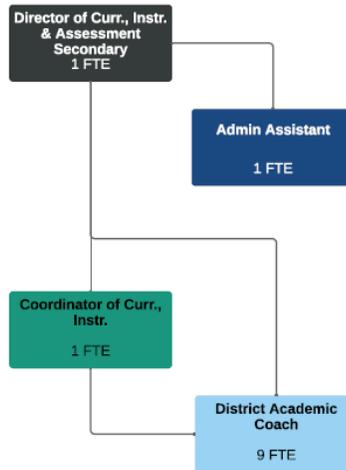
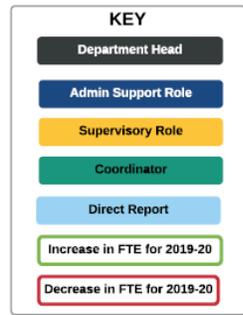
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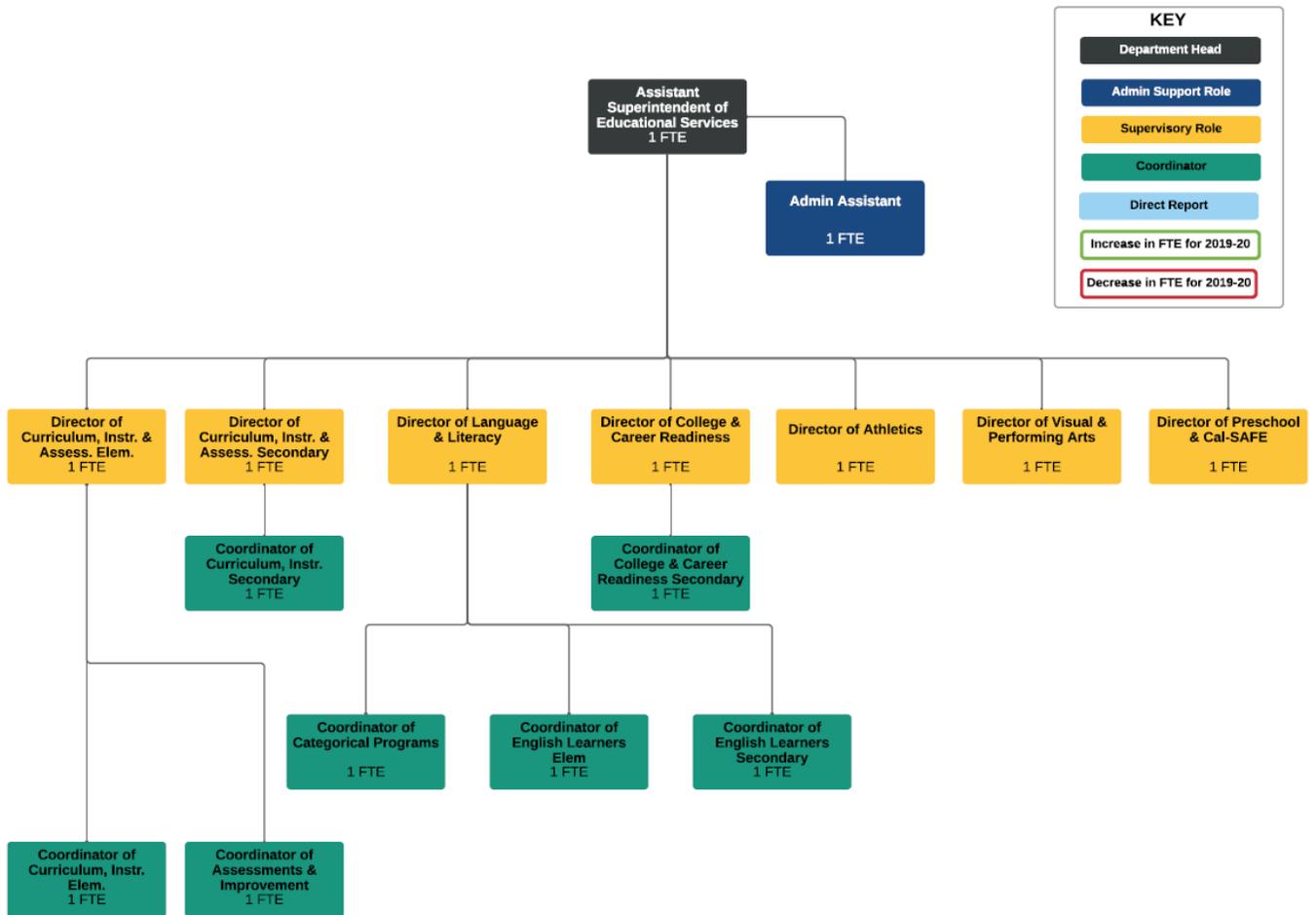
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- Admin Support Role
- Supervisory Role
- Coordinator
- Direct Report
- Increase in FTE for 2019-20
- Decrease in FTE for 2019-20

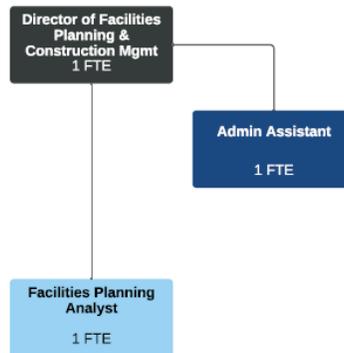
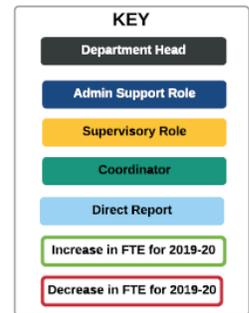


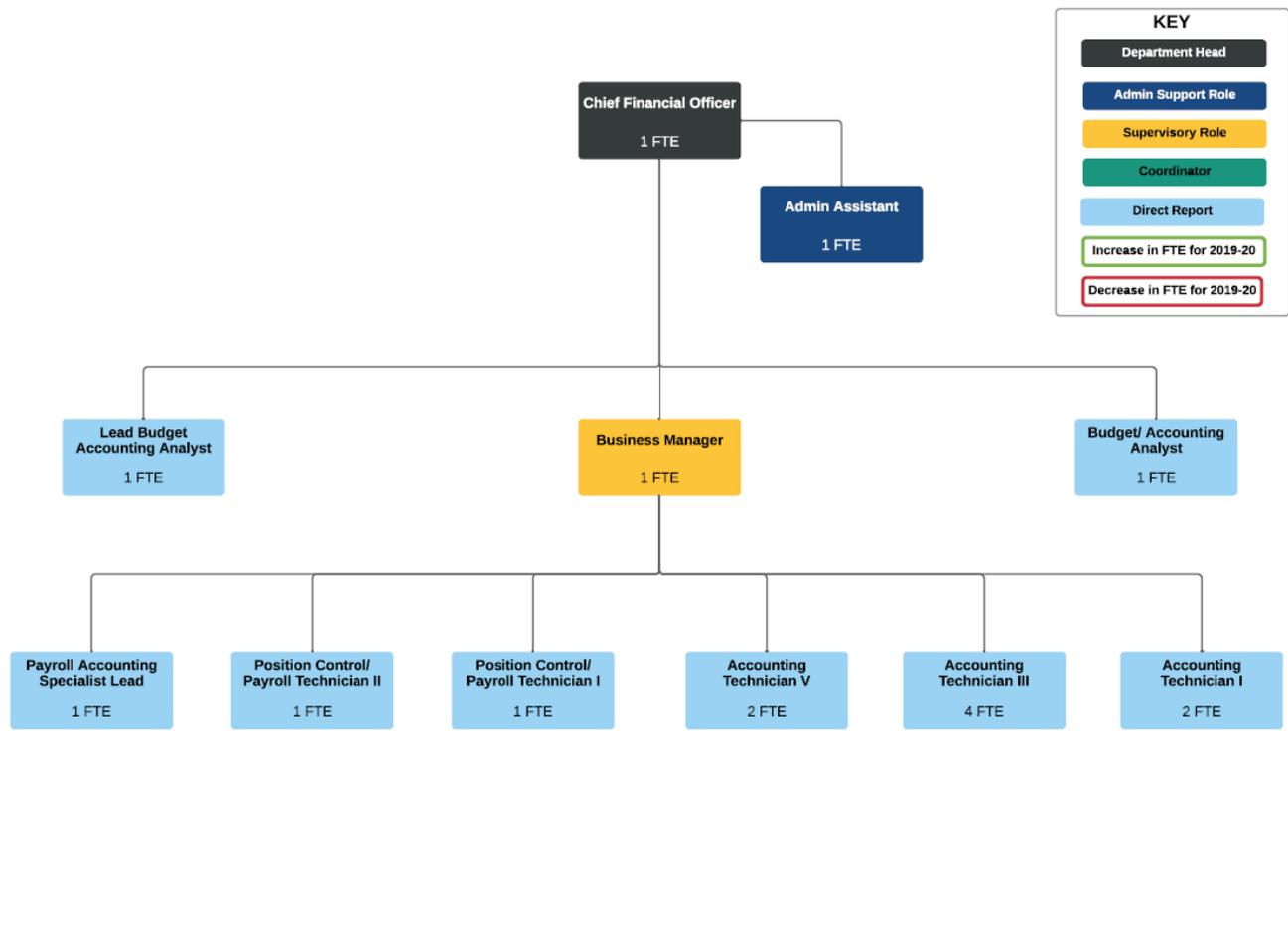
Curriculum, Instruction & Assessment Elementary Organizational Chart Madera Unified School District | May 16, 2019

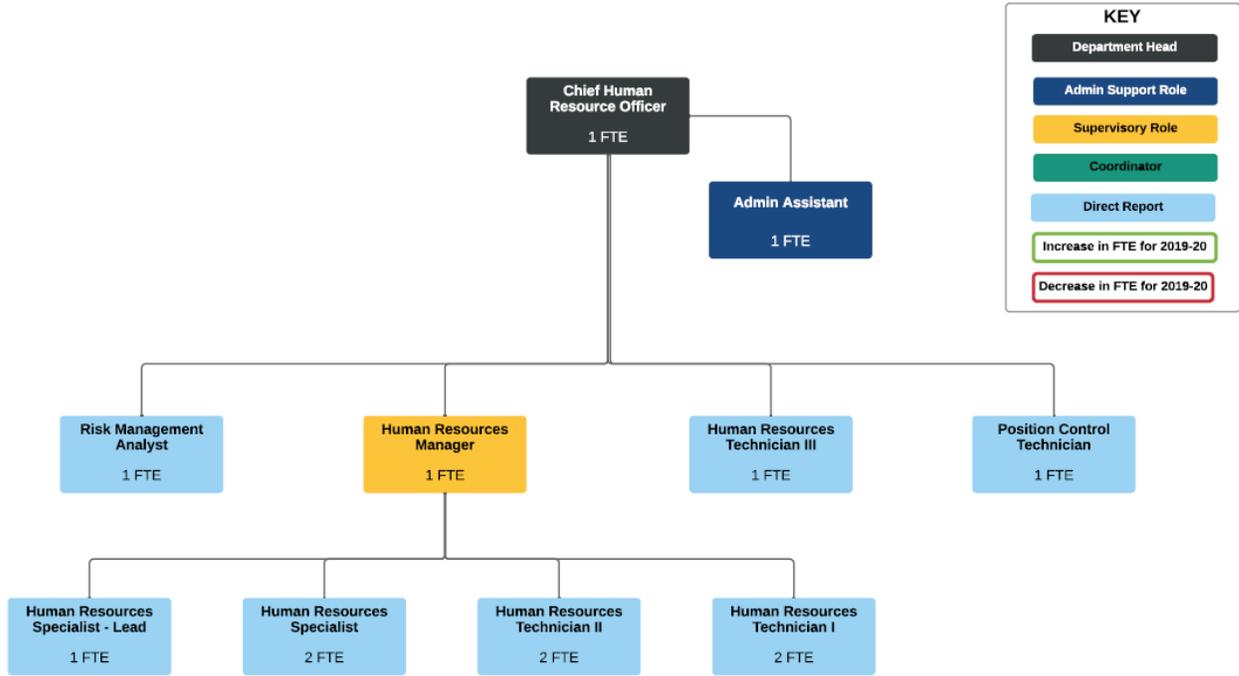


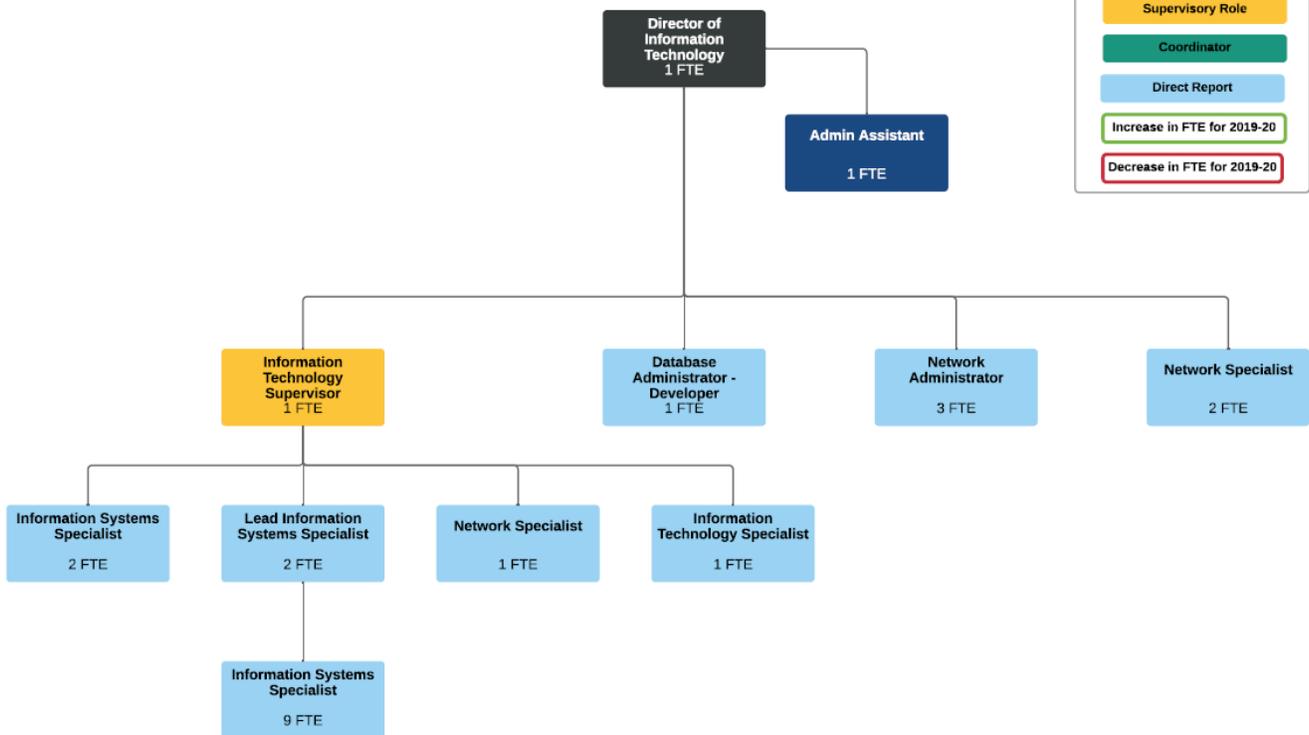
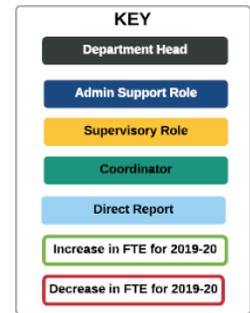


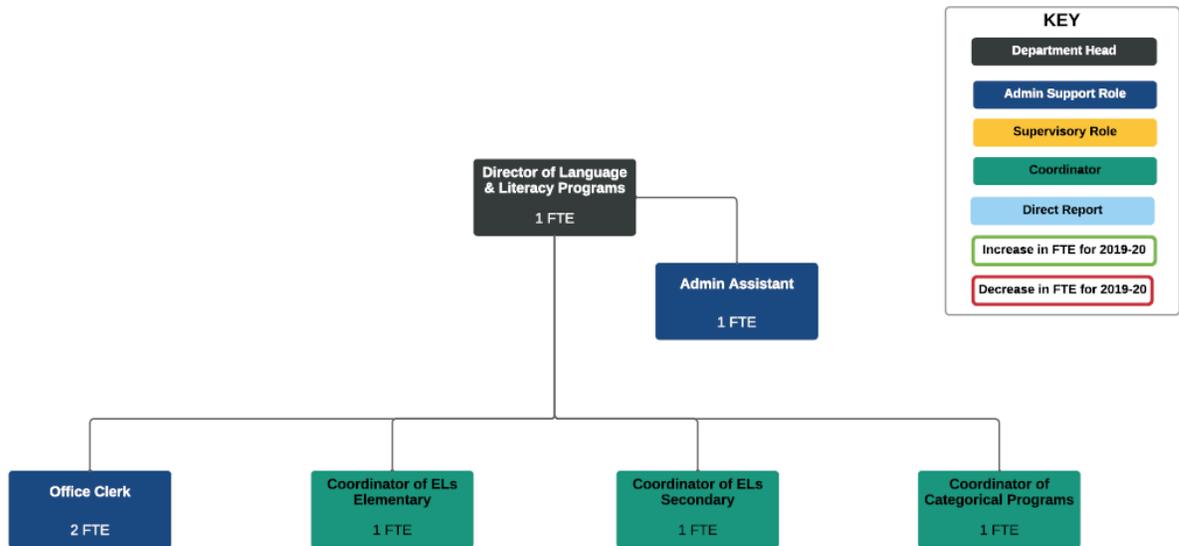


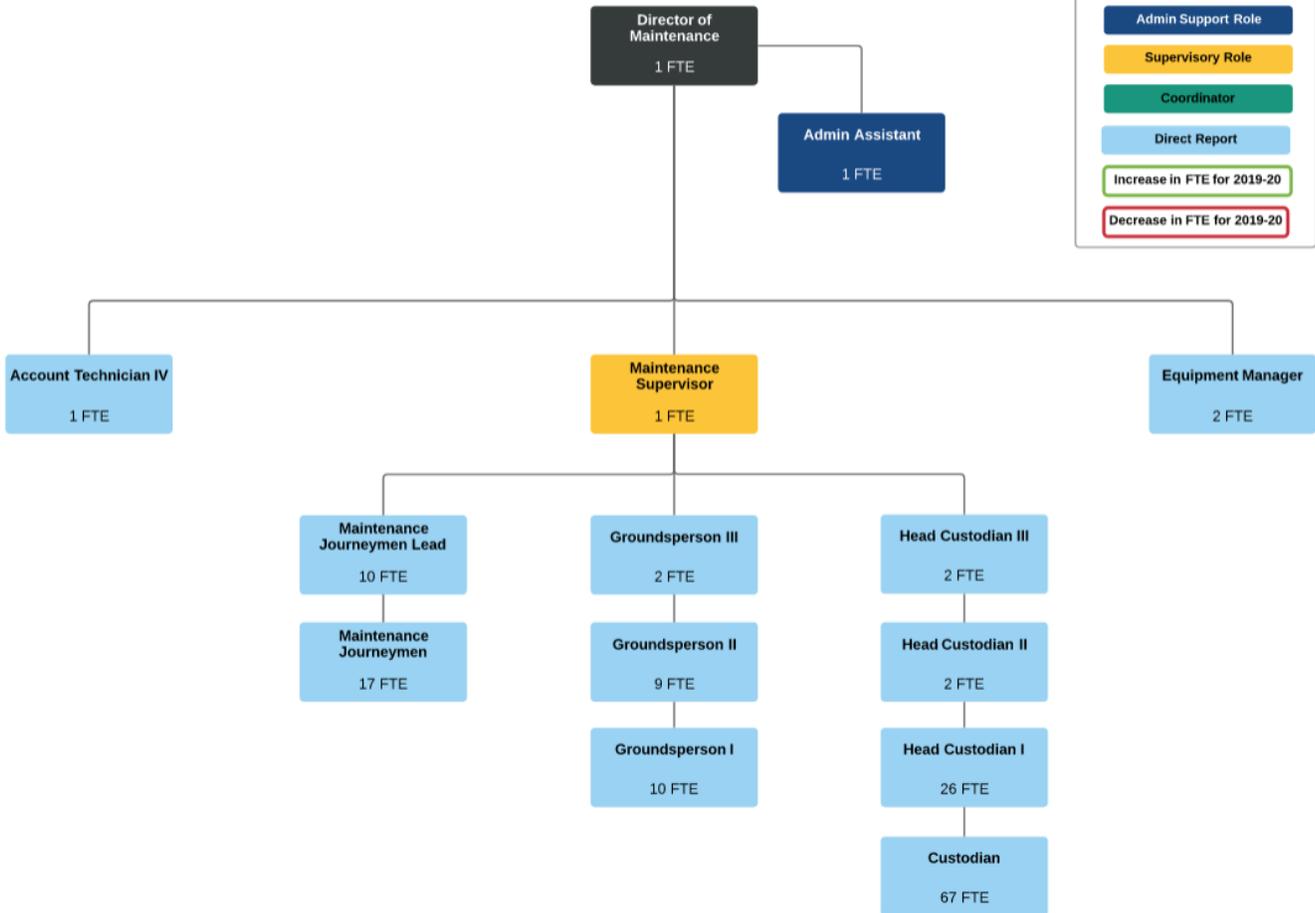
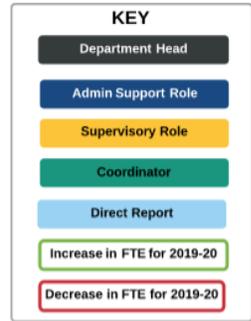




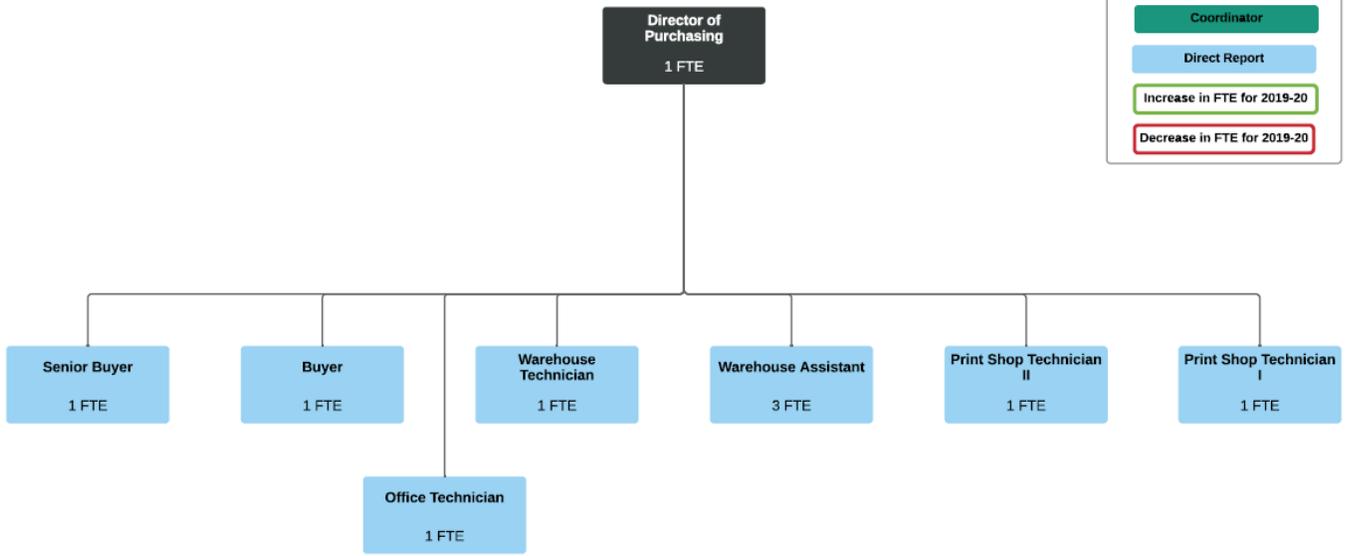
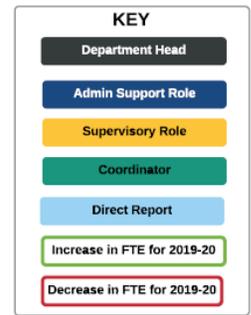


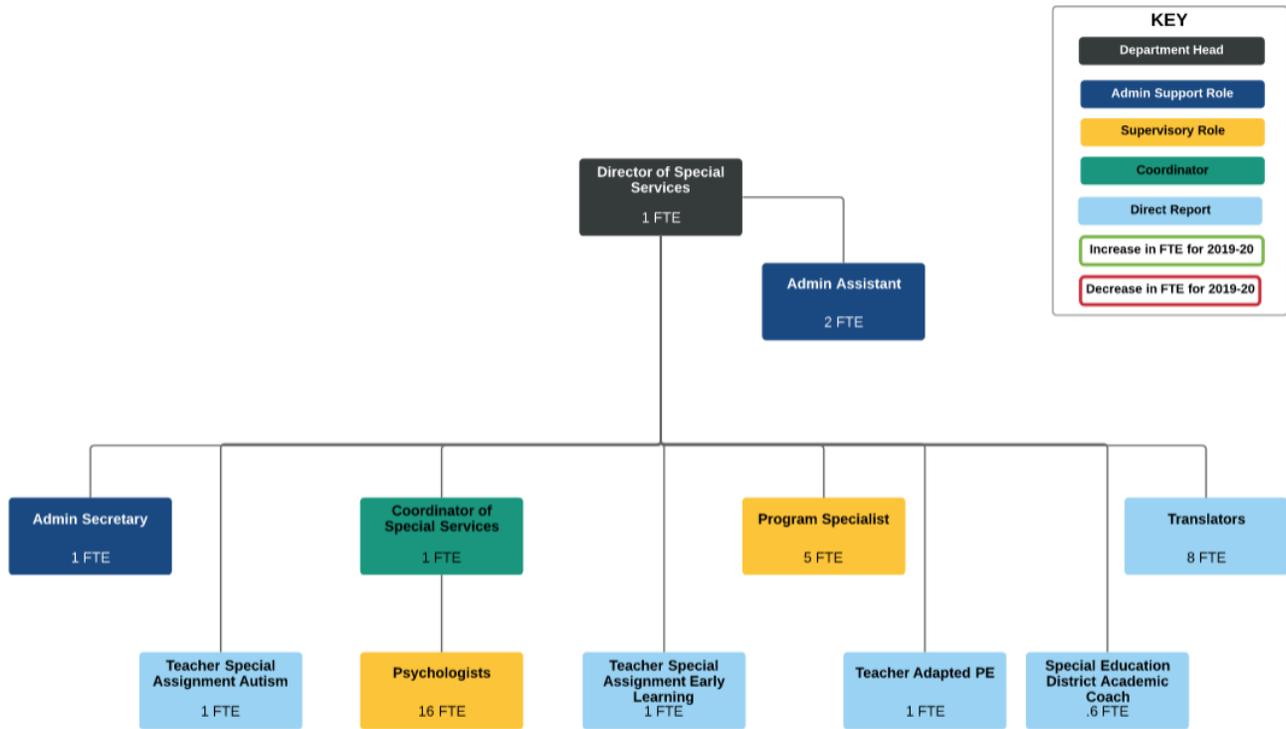


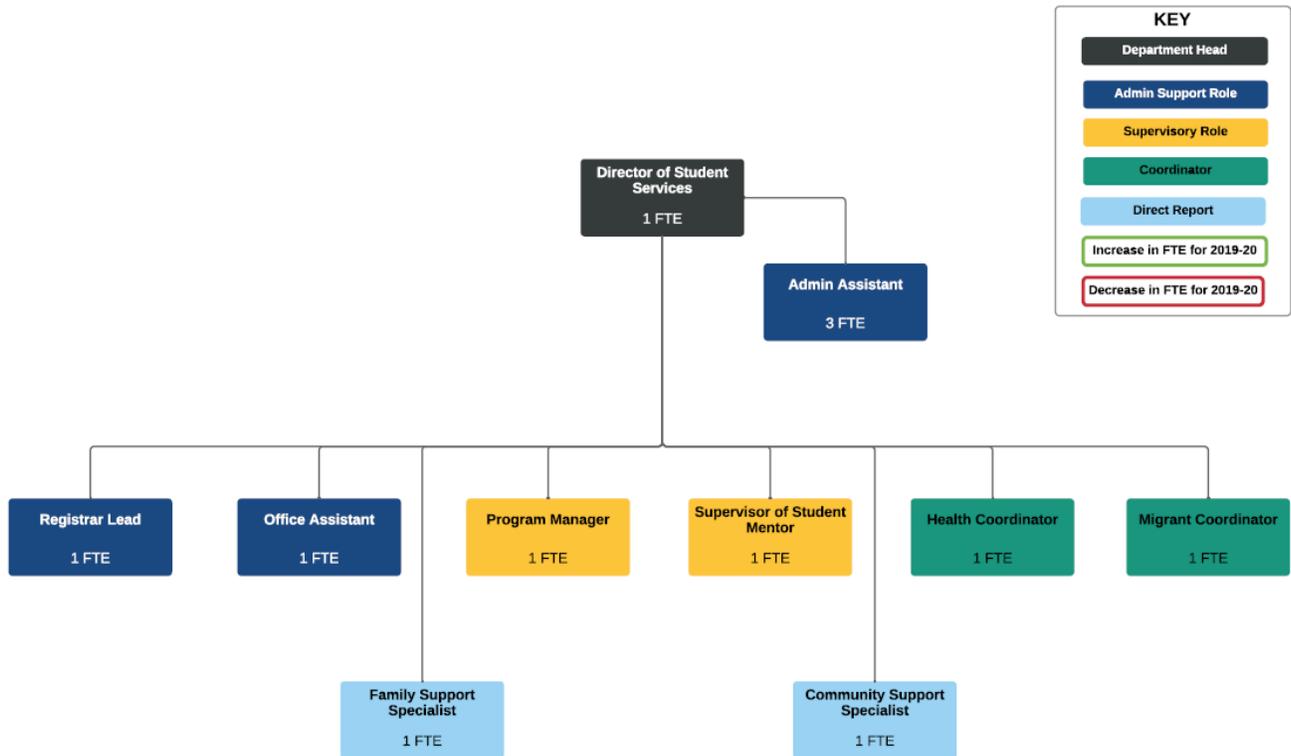


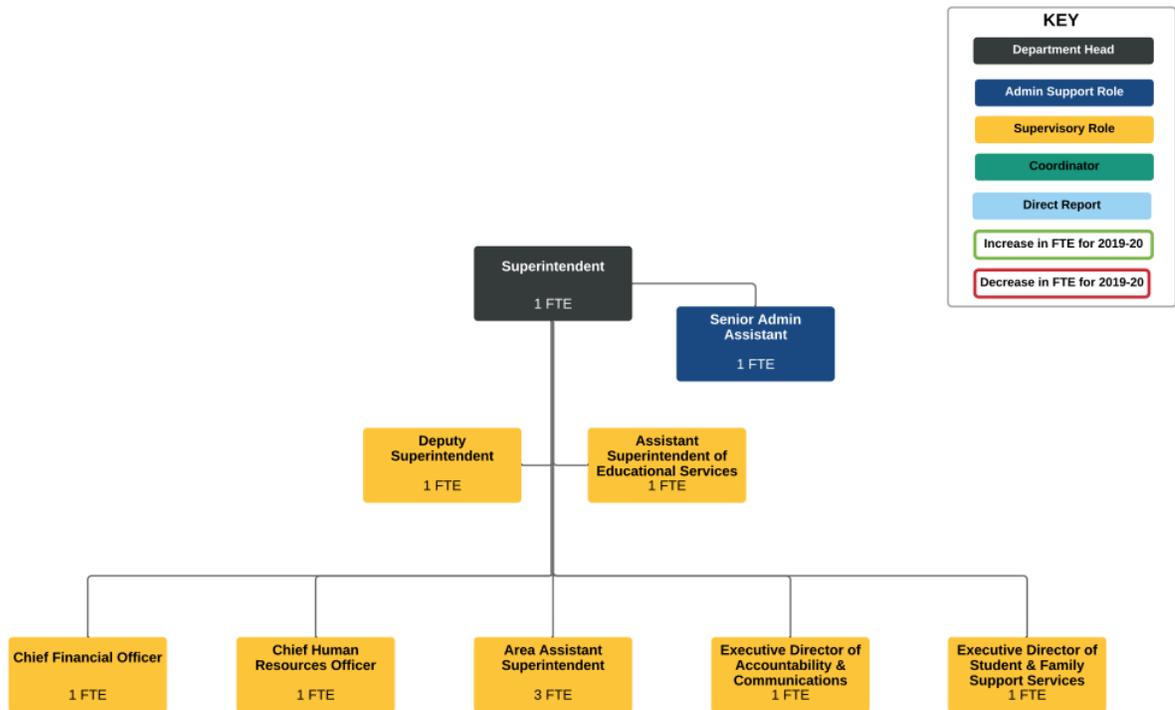


FTE - Full Time Equivalent

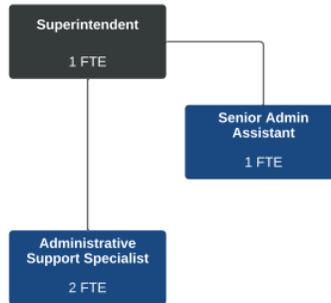
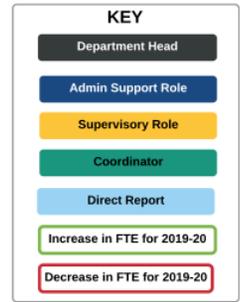




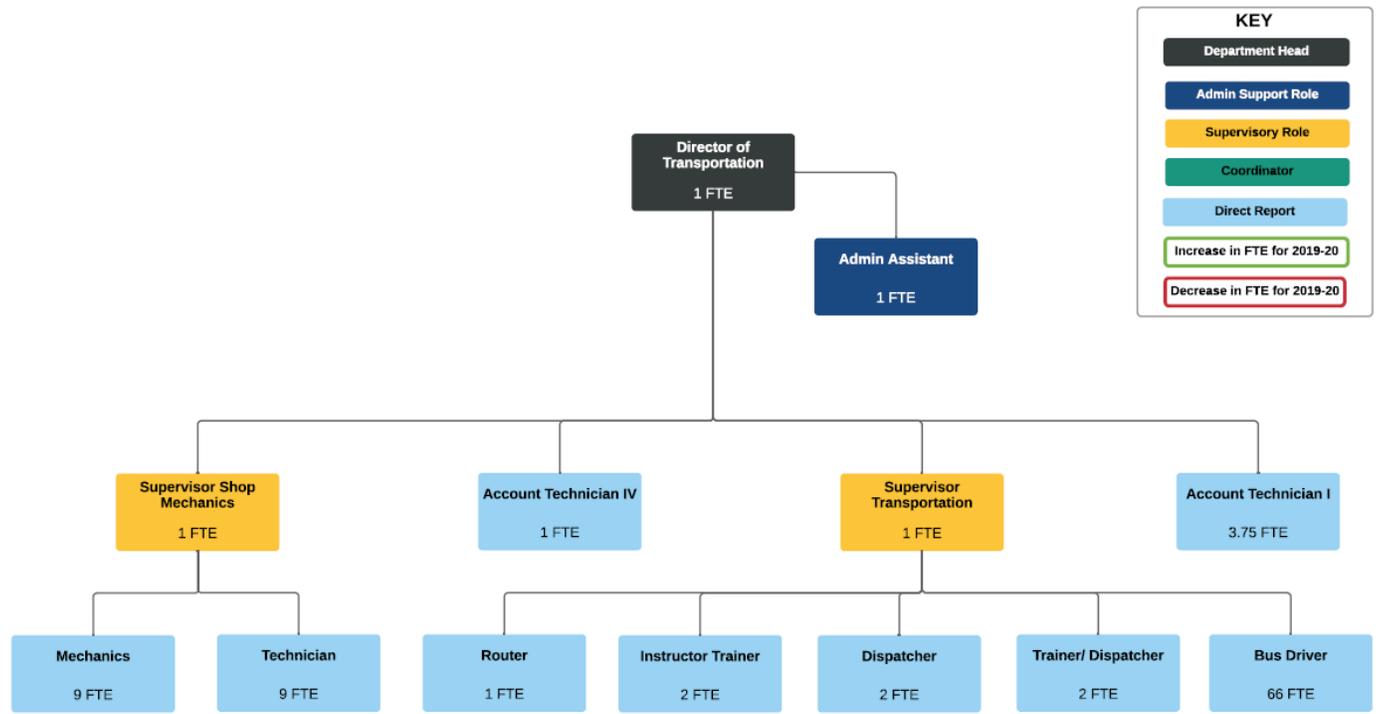


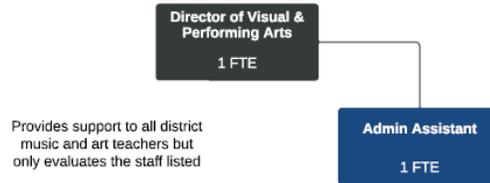
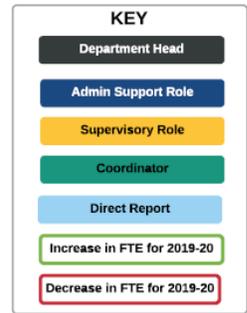


FTE - Full Time Equivalent



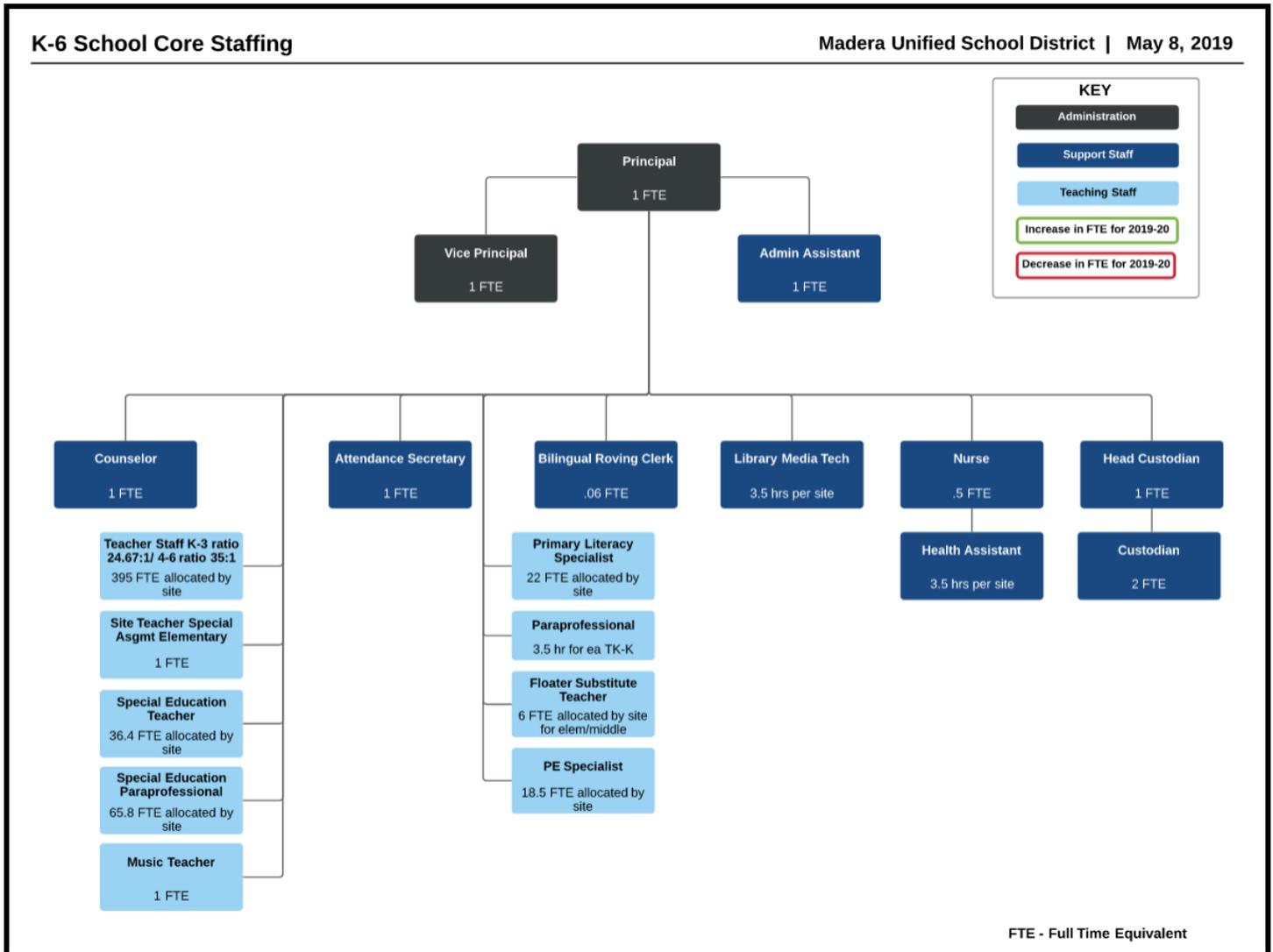
FTE - Full Time Equivalent

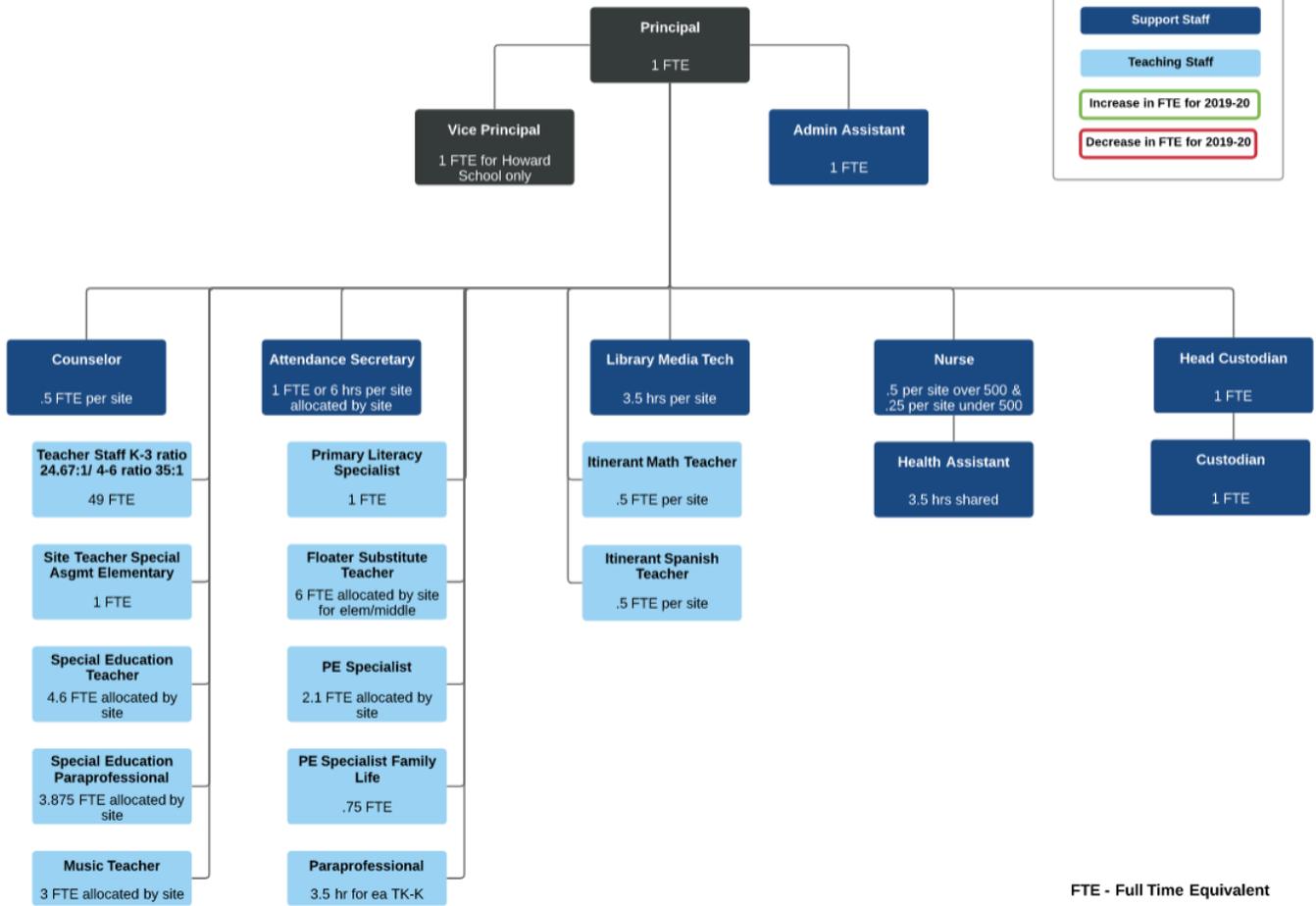
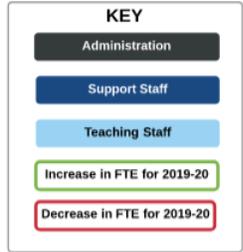


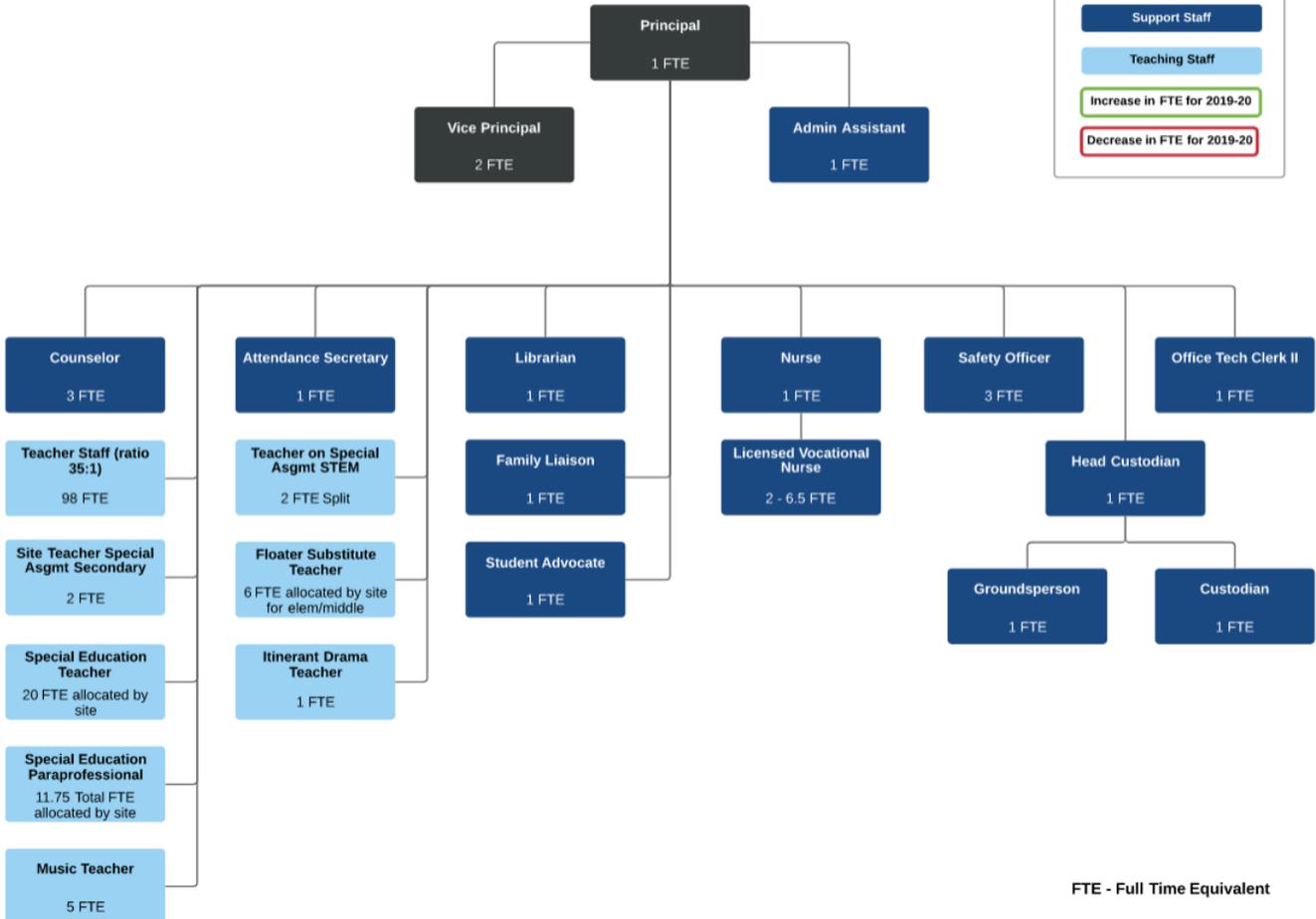
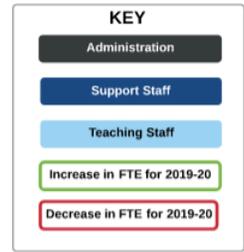


APPENDIX F

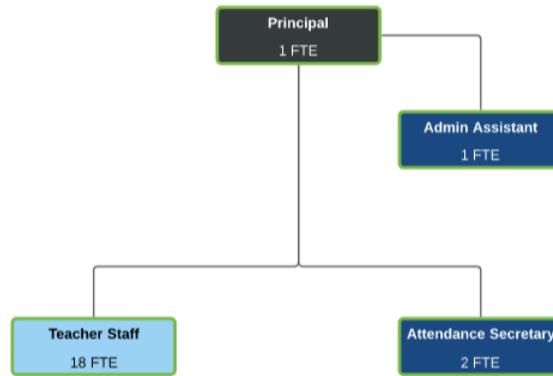
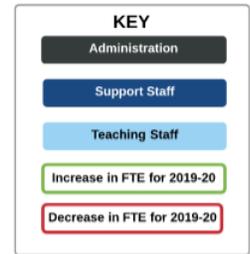
2019 - 2020 Core Staffing



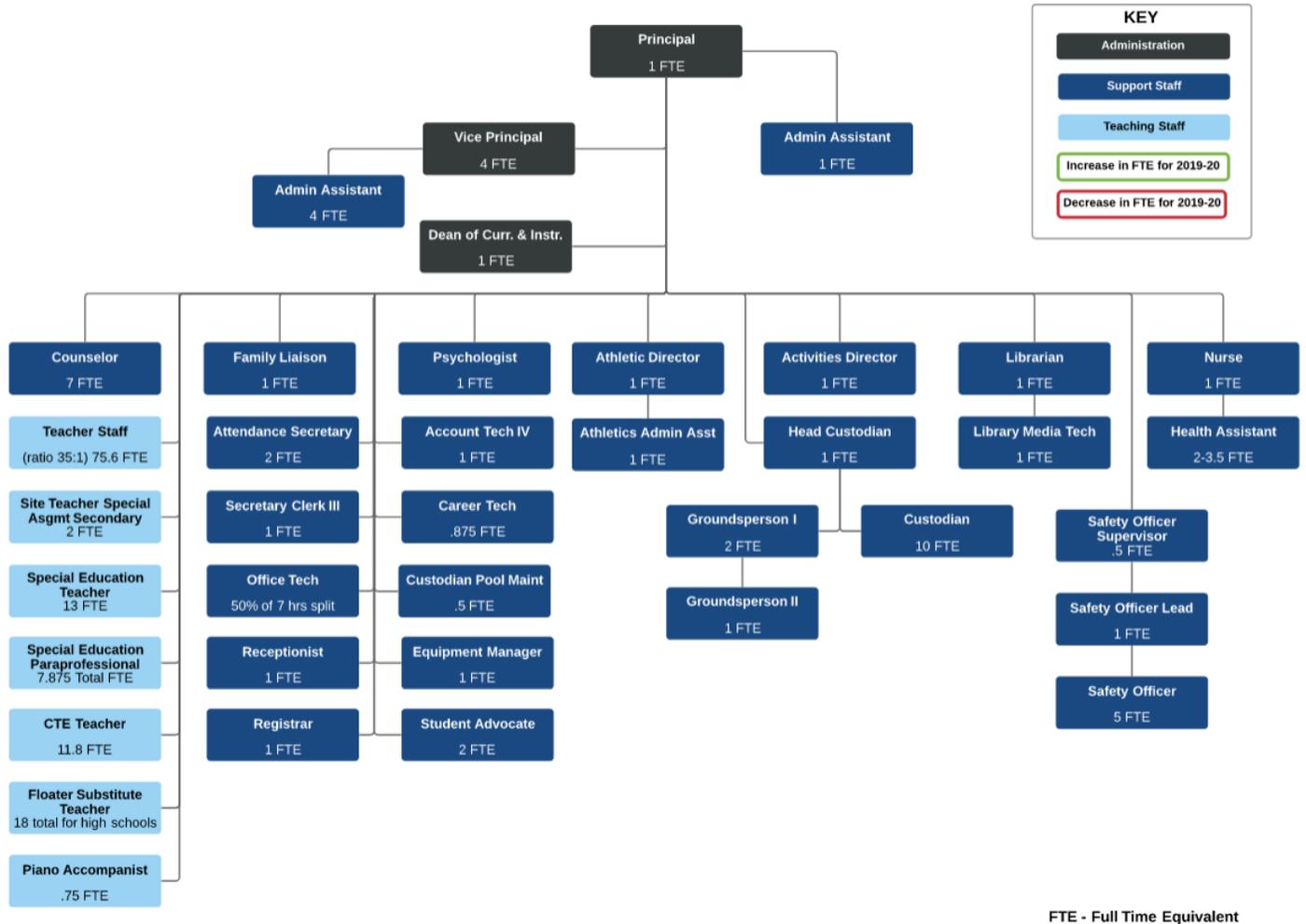


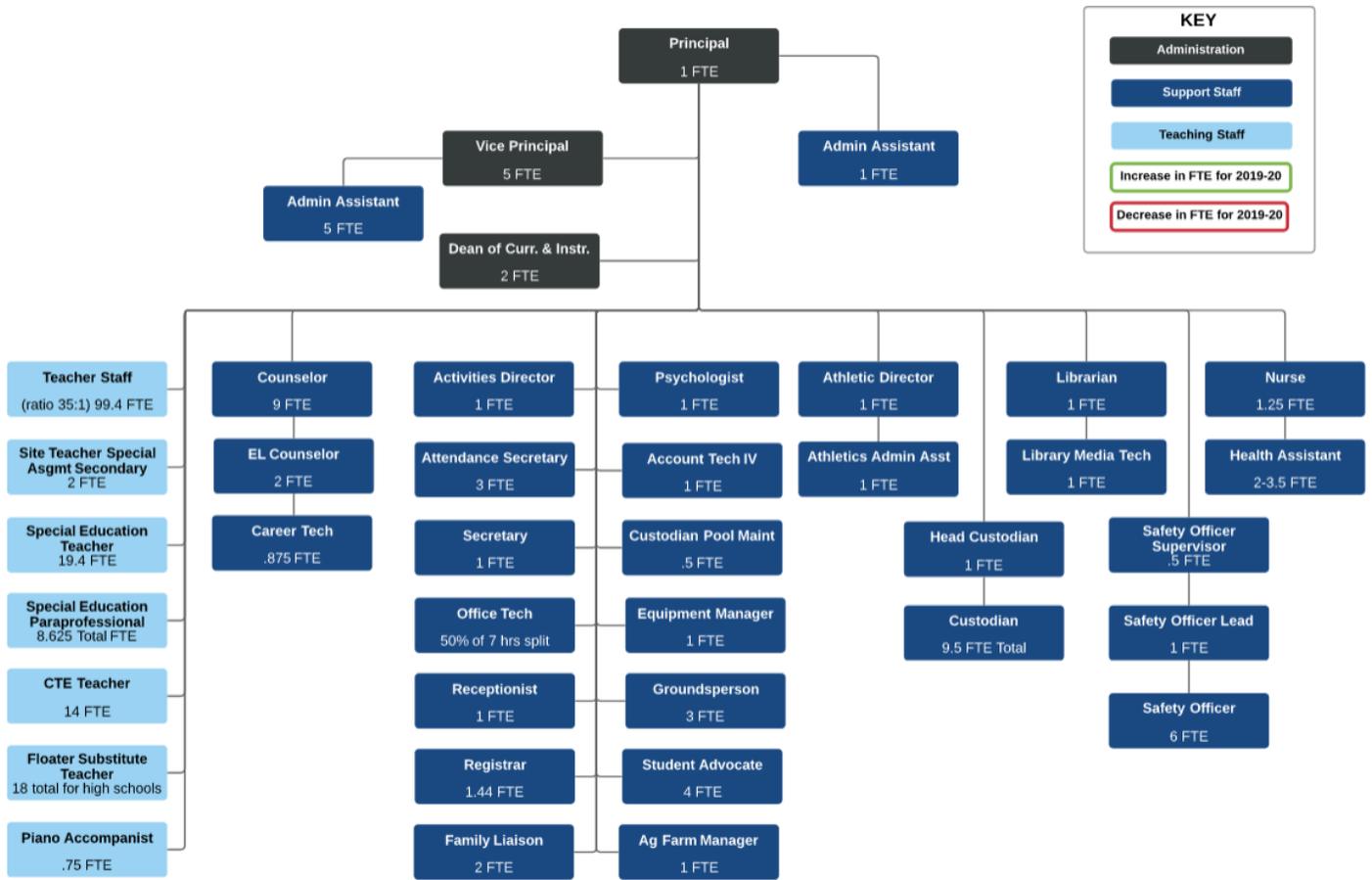


FTE - Full Time Equivalent

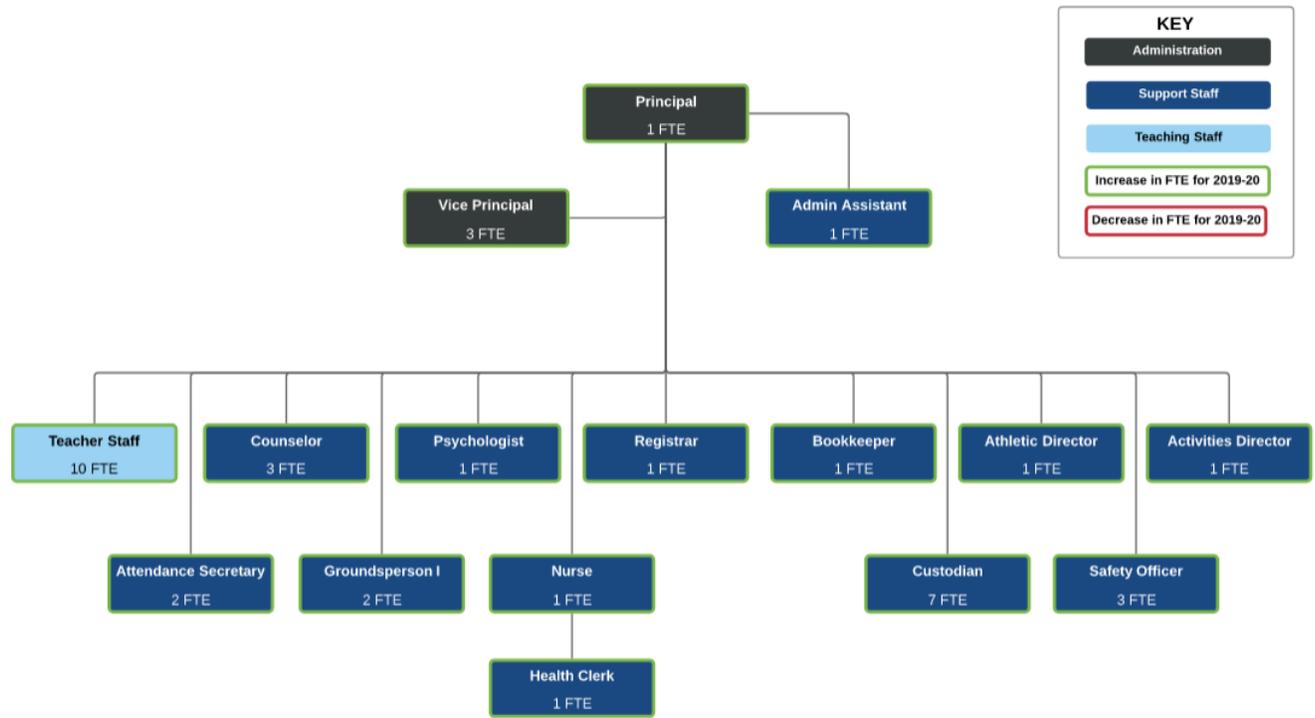


FTE - Full Time Equivalent





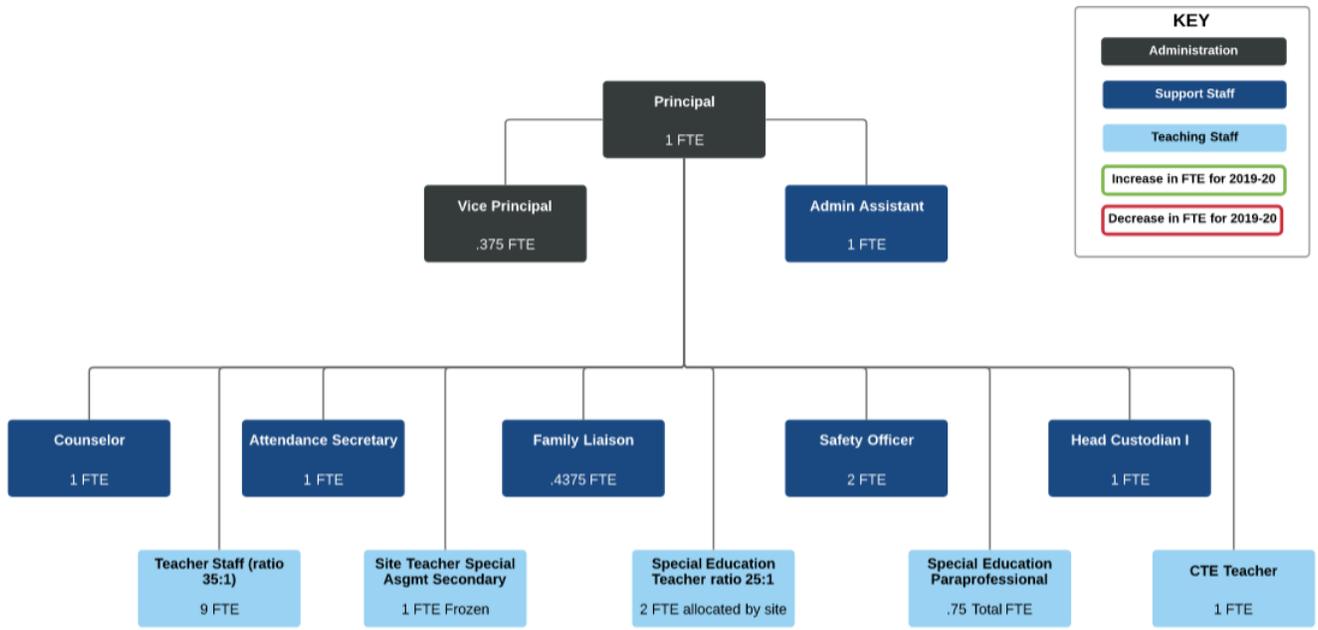
FTE - Full Time Equivalent



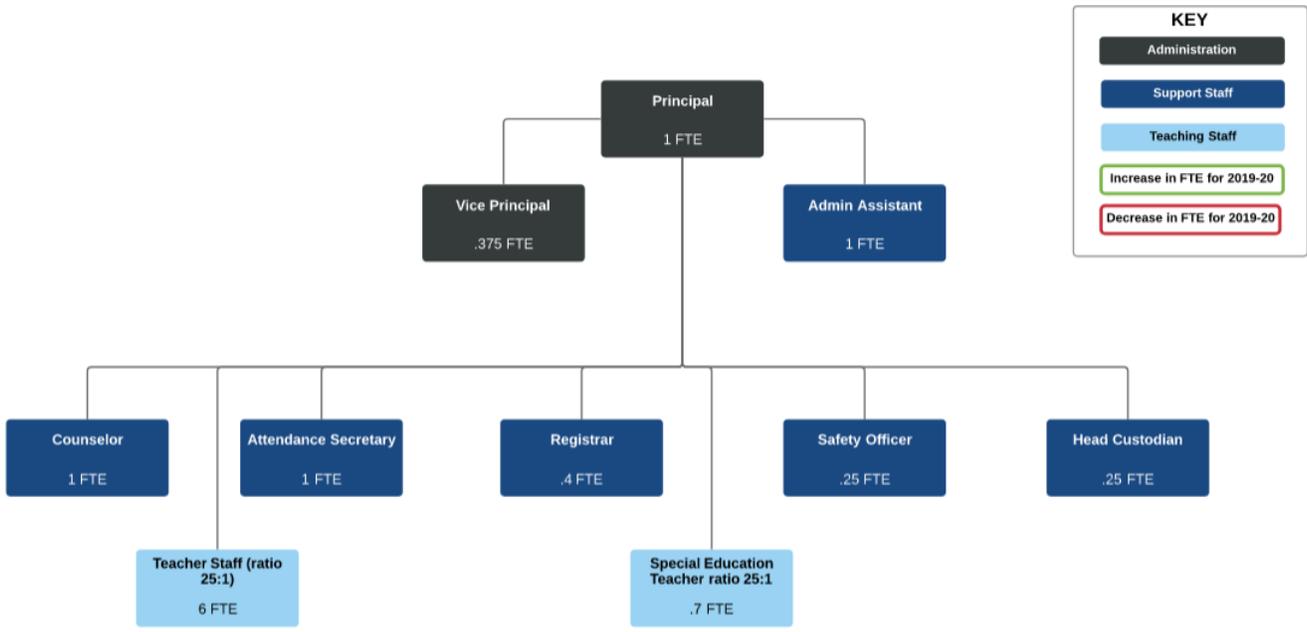
KEY

- Administration
- Support Staff
- Teaching Staff
- Increase in FTE for 2019-20
- Decrease in FTE for 2019-20

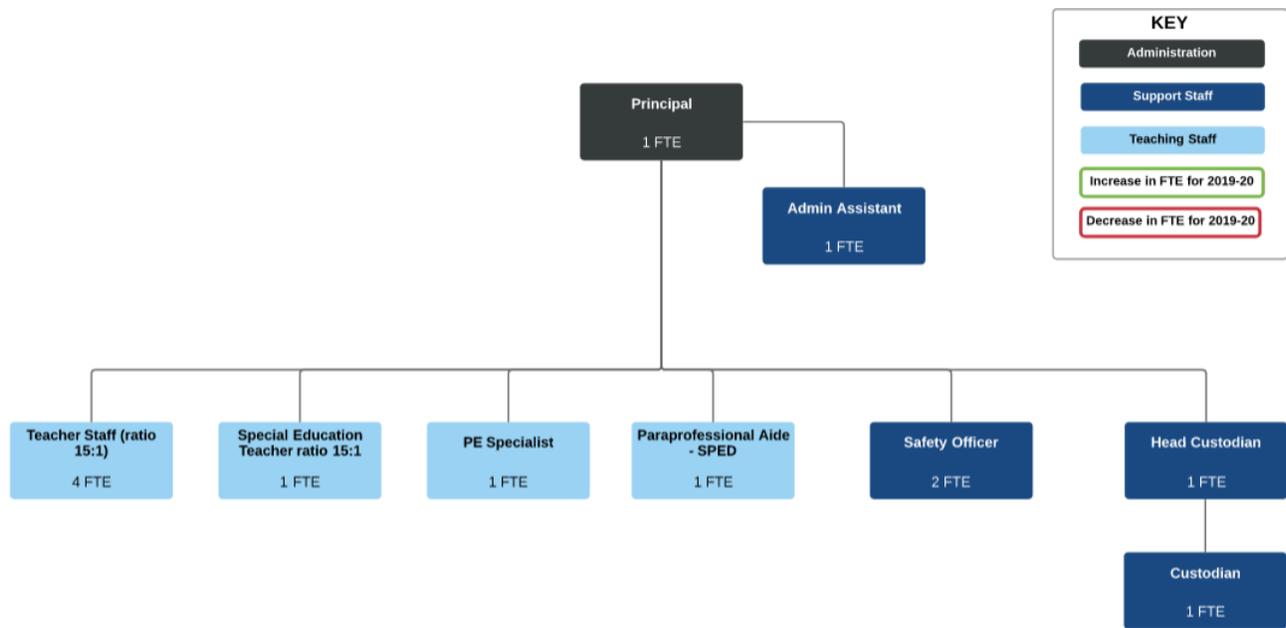
FTE - Full Time Equivalent



FTE - Full Time Equivalent



FTE - Full Time Equivalent



FTE - Full Time Equivalent

APPENDIX G

Referral Rhino

The screenshot displays the Referral Rhino web application interface. At the top left is the logo with a rhino icon and the text "Referral Rhino". At the top right are "Tools" and "Logout" links. Below the header is a navigation bar with five steps: 1 Assignment / Description (highlighted in green), 2 Assertive Discipline, 3 Dispositions, 4 Victims / Witnesses, and 5 Submit / Transfer. The main content area is titled "Incident Description" and includes a note: "Fields with (*) are required before submitting." The form contains the following fields: "Incident Location:*" with a dropdown menu showing "Bus Stop"; "Date:" with a date picker showing "03/28/2017"; "Time:" with a time picker showing "02:26 PM"; "Referrer:" with the text "AdrianOceguera"; and "Incident Description:*" with a text area containing "TEST FOR SPED". Below the form is a section titled "Perpetrators" with a dropdown menu showing "Alpha Elementary (5)".

APPENDIX H

Early Warning System

MADERA UNIFIED SCHOOL DISTRICT

Berenda Elementary

Early Warning System [About](#) [Logout](#)

Mosaic View Filter mosaic by All L1 L2 L3 EL SPED P1 Interv. 30 days (41/885 seen) Clear all filters Zoom: + - Fullscreen

Close X

Cardenas, Lopez

Grade 4th
Student ID 9617
Teacher Lara Jaffe
Course S/C 4th Grade (section 403)
CASSP E/M 0/0

Intervention notes Gradebook Schedule Counselor

Last counselor Action: 03/29/2017

Attendance 100%

Academics 3 Ds or Fs Reading Level

Behavior 0 referrals
1 in-house suspensions
0 out of school suspensions
0 expulsions

Parent Phone (556) 970-0475
Parent Email

Room	Period	Overall	Overall	Attend.	Attend.	Behavior	Behavior	Acad.	Acad.	RL	EL	SPED	delta days	action
603	1	3	3	99%	100%	0.0,0.0	1.0,0.0	12	3	-	0	1	57	10
	9	3	3	99%	100%	0.0,0.0	1.0,0.0	12	3	-	0	1	57	10
601	1	3	2	93%	93%	0.0,0.0	0.0,0.0	2	1	-	0	0		0
601	1	2	1	99%	98%	0.0,0.0	0.0,0.0	1	0	-	0	0		0
	2	2	1	99%	98%	0.0,0.0	0.0,0.0	1	0	-	0	0		0
	9	2	1	99%	98%	0.0,0.0	0.0,0.0	1	0	-	0	0		0
603	1	1	1	93%	99%	0.0,0.0	0.0,0.0	0	0	-	0	0		0
	9	1	1	93%	99%	0.0,0.0	0.0,0.0	0	0	-	0	0		0
	1	1	1	99%	94%	0.0,0.0	0.0,0.0	0	0	-	0	0		0
603	1	1	1	99%	99%	0.0,0.0	0.0,0.0	0	0	-	0	0		0
	9	1	1	99%	99%	0.0,0.0	0.0,0.0	0	0	-	0	0		0

APPENDIX I

MUSD Glass

The screenshot displays the MUSD Glass website interface. At the top left, there is a 'Glass BETA' logo. The top right corner shows the user's name 'Adrian Orquiza' and a profile icon. Below the logo, a navigation menu is visible with sections like 'Upcoming Board Events', 'Superintendent', 'Administrative and Support', 'Human Resources', 'Fiscal Services', and 'Perf Mgmt Int Comm'. The 'Perf Mgmt Int Comm' section is expanded to show 'Main' and 'testing' subsections. The main content area features a news article titled 'News from Performance Management and Internal Communications' with a sub-header 'Updates from the PMIC department.' The article includes tags for 'SSS COP', '2017', and 'SCHOOL SPENDING'. It lists contributors 'TIM FARROW, ERIC TILTON' and notes it was 'WRITTEN ON BEHALF OF: SABATUNDE, LORI'. The main headline is 'New Smarter School Spending Community of Practice Collaborative'. The article text states that Madera Unified has been invited to participate in a new collaboration across the state of California called the Smarter School Spending Community of Practice (SSS CoP). It lists several districts involved in the SSS CoP: Madera Unified, Long Beach Unified, Monterey Peninsula Unified, Pomona Unified, San Francisco Unified, San Jose Unified, Santa Ana Unified, and Tracy Unified. Other organizations involved include the California Department of Education and West Ed.

APPENDIX J

5 Principles of Effective Professional Development

5

Principles of Effective Professional Development

1. The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
2. There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
3. Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.
4. Modeling has been found to be highly effective in helping teachers understand a new practice.
5. The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

APPENDIX K
Focus Indicators

Focus Indicators for District Targets						
	CAASPP ELA DF3			CAASPP Math DF3		
	17-18	18-19 (Projections)	19-20 Target	17-18	18-19 (Projections)	19-20 Target
Madera Unified	-43.1	-38.4	-5	-74.2	-69.9	-35