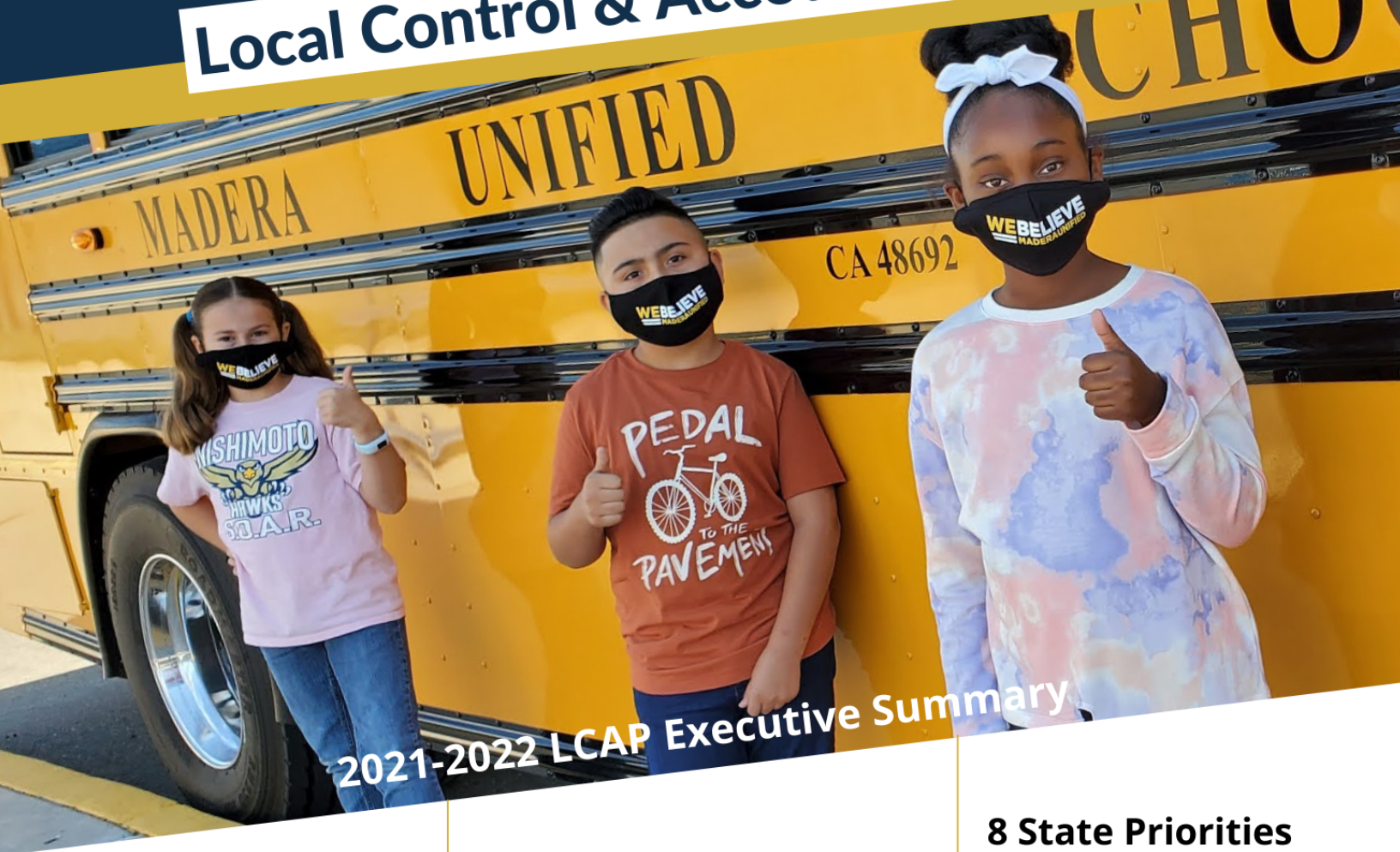


Local Control & Accountability Plan



2021-2022 LCAP Executive Summary

LCFF

Local Control Funding Formula

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

LCAP

Local Control Accountability Plan

The Local Control Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students. During the 2018/19 school year, Madera Unified School District has held over 245 meetings and workshops to gain community input on how best to serve students.



8 State Priorities

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

2021/22 LCAP Draft

Madera Unified School District
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Accountability & Communications
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Table of Contents

Budget Overview for Parents	3
Annual Update for the 2019–20 Local Control and Accountability Plan Year	7
Goal 1: Equitable Access to Rigorous High-Level Programs	7
Goal 2: Data-Driven Professional Learning and Collaboration	16
Goal 3: Safe and Healthy Environment for Learning and Work	21
Goal 4: Strong Relationships with Families and Community	27
Annual Update for the 2020–21 Learning Continuity and Attendance Plan	35
Local Control and Accountability Plan	51
Plan Summary 2020-2021	51
Stakeholder Engagement	67
Goals and Actions	72
Goal 1: Provide early supports for children and their families before beginning school	72
Goal 2: Demonstrate equity before equality providing resources based on student needs	76
Goal 3: Provide a high-quality education with aligned curriculum & teaching	80
Goal 4: Career Pathway Program Clear gateways with no dead ends	85
Goal 5: Recruit and Retain Highly qualified teachers all students deserve great teachers	89
Goal 6: Incentives & support to continuously improve performance	91
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students	93
Expenditure Tables	99
LCAP Instructions	107

Local Control Funding Formula(LCFF)

Budget Overview for Parents

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

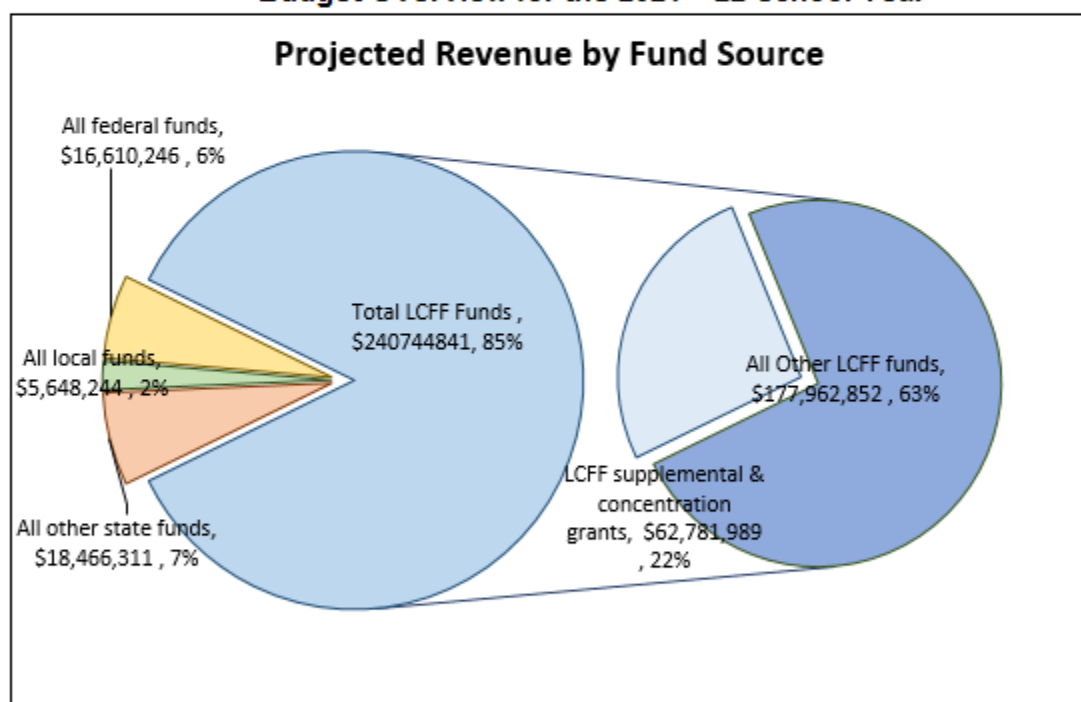
CDS Code: 20652430000000

School Year: 2021 – 22

LEA contact information: Babatunde Ilori, Exec. Dir., babatundeilori@maderausd.org, (559) 664-8034

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

Budget Overview for the 2021 – 22 School Year

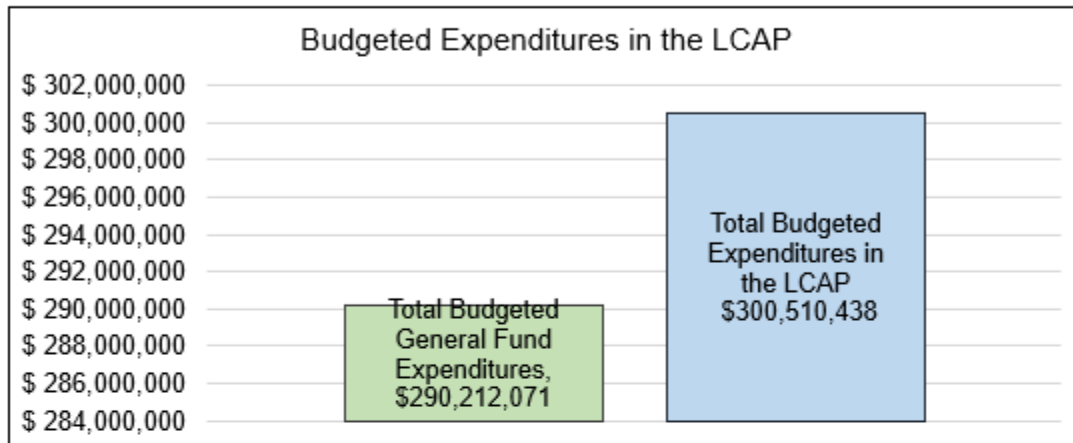


This chart shows the total general purpose revenue Madera Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Madera Unified School District is \$281,469,642.00, of which \$240,744,841.00 is Local Control Funding Formula (LCFF), \$18,466,311.00 is other state funds, \$5,648,244.00 is local funds, and \$16,610,246.00 is federal funds. Of the \$240,744,841.00 in LCFF Funds, \$62,781,989.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Madera Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Madera Unified School District plans to spend \$290,212,071.00 for the 2021 – 22 school year. Of that amount, \$300,510,438.00 is tied to actions/services in the LCAP and \$-10,298,367.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

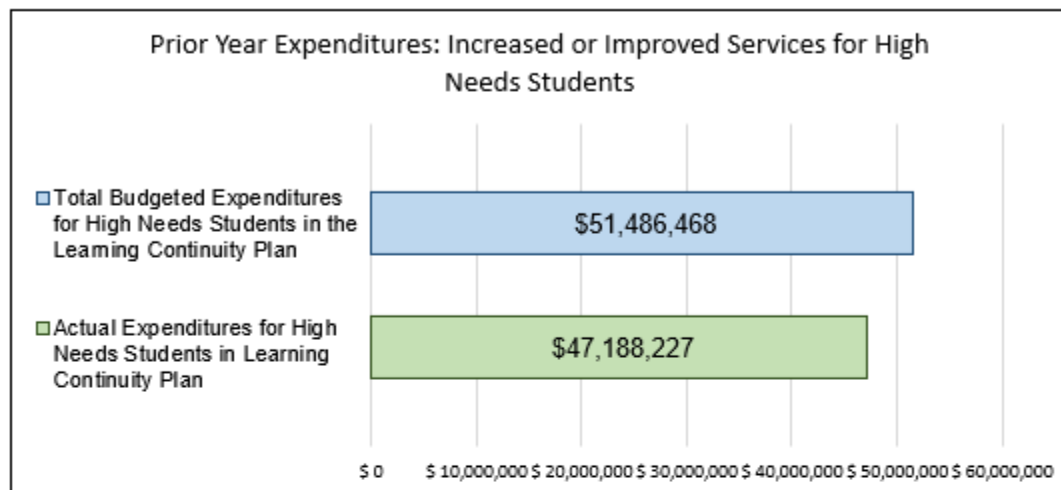
Not applicable due to all General Fund expenditures included in the Madera Unified School District Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Madera Unified School District is projecting it will receive \$62,781,989.00 based on the enrollment of foster youth, English learner, and low-income students. Madera Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Madera Unified School District plans to spend \$70,230,546.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Madera Unified School District's Learning Continuity Plan budgeted \$51,486,468.00 for planned actions to increase or improve services for high needs students. Madera Unified School District actually spent \$47,188,227.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$4,298,241.00 had the following impact on Madera Unified School District's ability to increase or improve services for high needs students:

The main reason for the budget difference budget reduction was mainly due to the school supplies since the students were in distance learning from August through March, the estimated actuals reflects funds spent and encumbrances only. Also the budget for COVID-19 testing was reduced since the state subsidized all the materials and services for this process. The district contracted services for wellness check and contact tracing for all the students and staff.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1: Equitable Access to Rigorous High-Level Programs

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.)

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 - % of students graduated as prepared or well prepared for college or career 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</p>	<p>38.1% of students who were part of the class of 2019 were PREPARED for college and career.</p> <p>Data Source: California Dashboard</p>
<p>A-G Requirements Number of students who completed their A-G requirements upon graduation Increase 35.6% or 447 out of 1256 graduates in 2017-18 met UC/CSU A-G requirements</p>	<p>35.86% of graduates in 2019-20 met UC/CSU A-G requirements</p> <p>Data Source: DataQuest</p>

<p>CTE Pathway</p> <p>Number of students who completed a CTE Pathway upon graduation</p> <p>Increase</p> <p>303 CTE completers for the 2017-18 school year</p>	<p>508 students who completed a CTE Pathway upon graduation in 2019-20.</p> <p>Data Source: Internal Data Tracking</p>
<p>AP Exam</p> <p>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 552 students who participate in AP testing, 201 passed one or more exams - that is approximately 36% as of the 2017-18 school year</p>	<p>Of the 428 students who participated in AP testing in 2019-20, 241 passed one or more exams - that is approximately 56.3%</p> <p>Data Source: CollegBoard Reporting</p>
<p>Early Assessment Program (EAP)</p> <p>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: 19% (+2%)</p> <p>Math: 10% (+2%)</p> <p>Actual 2017-18 performance:</p> <p>ELA: 10.14%</p> <p>Math: 2.62%</p>	<p>Due to the pandemic the CAASPP assessments were not administered in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>ELA 27.10% AND Math 13.85%.</p> <p>Data Source: California Dashboard</p>
<p>Postsecondary Enrollment</p> <p>% of graduates who enroll in a postsecondary education</p> <p>72.3% (+5%) (lags 1 year)</p> <p>Actual: 70.27% for 2017-18</p>	<p>64% Enrolled in College the Fall Immediately after High School for 2019-2020 Graduates</p> <p>Data Source: National Student Clearinghouse</p>
<p>FAFSA Completion Rate</p> <p>% of 12th grade students who completed the FAFSA</p> <p>Original: 81.6% (+5%)</p> <p>Modified: 72.6% (+2%)</p> <p>2018-19 Actual: 61.14%</p>	<p>58.20% of 12th grade students completed the FAFSA during the 2019-20 school year.</p> <p>Data Source: WebGrants</p>
<p>SAT Participation</p> <p>Number of students who took the SAT</p> <p>Original: 500 students (+50)</p> <p>Modified: 95% of 11th Grade Population</p> <p>2018-19 Actual: 1045 students</p>	<p>1110 students (or 83.08%) participated in the SAT during the 2019-20 school year.</p> <p>Data Source: CollegeBoard Reporting</p>
<p>SAT Scores</p> <p>Number of students who scored 1,000 or higher on the SAT</p> <p>275 students or 55% (+5%)</p> <p>2018-19 Actual: 328 students</p>	<p>180 students (or 16.21%) scored 1,000 or higher on the SAT during the 2019-20 school year.</p> <p>Data Source: CollegeBoard Reporting</p>
<p>Graduation Rate</p> <p>Percent of students who graduated based on a four-year graduation cohort. Based on the criteria provided by the California Dashboard, the graduation rate does not</p>	<p>92.30% graduation rate in the 2019-20 school year.</p> <p>Data Source: DataQuest</p>

<p>include alternative high schools. Maintain (lags 1 year) 91.3% graduation rate in 2017-18</p>	
<p>High School Dropout Rate Percent of students in grades 9-12 who dropped out of school Original: 7% Modified: Decrease The district had a 5.5% dropout rate for the 2017-18 school year</p>	<p>4.00% high school dropout rate in the 2019-20 school year</p> <p>Data Source: DataQuest</p>
<p>1 or More Ds or Fs on Report Card Number of students in grades 2-12 Original: 9000 students Modified: Decrease Projected: 8500 students in 2018-19</p>	<p>6,176 students received 1 or more Ds or Fs on their report card during the 2019-20 school year.</p> <p>Data Source: Internal Data Tracking</p>
<p>CAASPP ELA DF3 Average distance from the minimum scale score needed to achieve level 3 in ELA -5 points away from level 3 [GREEN] (+15) -43.1 points away from level 3 [ORANGE] 2017-18</p>	<p>Due to the pandemic the CAASPP assessments were not administered in the 2019-2020 school year. In the 2018-19 school year the following results were achieved -36.6 points away from level 3 [YELLOW] (+6.3)</p> <p>Data Source: California Dashboard</p>
<p>CAASPP Math DF3 Average distance from the minimum scale score needed to achieve level 3 in Math -35 points away from level 3 [YELLOW] (+15) -74.2 points away from level 3 [ORANGE] 2017-18</p>	<p>Due to the pandemic the CAASPP assessments were not administered in the 2019-2020 school year. In the 2018-19 school year the following results were achieved -74.7 points away from level 3 [Orange] (-0.8)</p> <p>Data Source: California Dashboard</p>
<p>CAST (Science) Baseline Required</p>	<p>Due to the pandemic the CAST assessments were not administered in the 2019-2020 school year. In the 2018-19 school year the following results were achieved: 29.93% Met or Exceeded Standard for Science</p> <p>Data Source: California Dashboard</p>
<p>Scholastic Guided Reading Assessment Percent of students in grades K-2 who are reading at grade level 65% of students will be reading at grade level (+5%)</p>	<p>53.78% of students met their respective grade level reading proficiency cut-points in the 2019-20 school year.</p> <p>Data Source: Scholastic Assessment Reporting</p>
<p>Scholastic Reading Inventory Percent of students in grades 3-6 who are proficient or advanced 45% of students will be reading at a proficient or</p>	<p>26% of students were reading at a proficient or advanced level in the 2019-20 school year. This assessment was only administered to the emergent</p>

advanced level (+5%) 2018-19 Projection: 49% (based on historical data); pending official results	multilingual students (english learners) during the 2019-20 school year. Data Source: Scholastic Assessment Reporting
Local Interim Assessment- ELA Percent of students in grades 2-11 who met or exceeded the standard on the post-assessment 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	Due to the pandemic, the end of year NWEA ELA results are not available; The winter 2019-2020 results showed 33.4% of students were scoring above the national norm, the end of year results are historically higher. Data Source: Scholastic Assessment Reporting
Local Interim Assessment - Math Percent of students in grades 2-11 who met or exceeded the standard on the post-assessment 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	Due to the pandemic, the end of year NWEA Math results are not available; The winter 2019-2020 results showed 24.1% of students were scoring above the national norm, the end of year results are historically higher. Data Source: NWEA Assessment Reporting
English Learner Progress Indicator Percent of English Learners making progress toward language proficiency plus those reclassified in the prior year. Original: TBD - ELPAC Modified: Increase 2017-18 ELPAC, 64.2% of English Learner students scored a level 3 or 4	Due to the pandemic the English Learner Progress Indicator was not published for the 2019-2020 school year. In the 2018-19 school year the following results were achieved: 48.6% of students making progress towards English language proficiency. Data Source: California Dashboard
LTEL Rate Percent of students who are considered long-term English Learners Original: 8.0% of English learner students in grades 6-12 (-2%) Modified: Decrease 2018-19 Actual: 29% (1478 out of 5090)	30.6% of students who are considered long-term English learners for the 2019-20 school year. Data Source: DataQuest
Reclassification Rate Percent of English Learners who were reclassified as fluent English proficient 16% (+2%) Modified: Increase 2018-19 Actual: 10% (642 students)	20.90% of English Learners who were reclassified as fluent English proficient in the 2019-20 school year Data Source: DataQuest
Standards-aligned Instructional Materials All students will have the availability of standards aligned instructional materials 100% of students will be served	Due to pandemic the 2019-20 reflection tool was not utilized for use on the CA School Dashboard. In the 2018-19 school year the following results were achieved: Standard Met Data Source: California Dashboard Rubric
Broad Course of Study All students will have access to a broad course of study 100% of students will be served	Due to pandemic the 2019-20 reflection tool was not utilized for use on the CA School Dashboard. In the 2018-19 school year the following results were achieved:

	Standard Met
	Data Source: California Dashboard Rubric

Actions / Services - **Action 1A.1 Implementation of College and Career Readiness Initiatives**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 a. Virginia Lee Rose 6th grade team b. Furman Independent Study School 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, MEtoBE at elementary school sites for parent teacher conference nights (a total of 3 parent teacher conference nights will be held)	LCFF Base: \$3,399,362 LCFF S/C: \$1,488,142 Restricted: \$825,737	LCFF Base: \$3,459,933 LCFF S/C: \$1,640,346 Restricted: \$82,547

Actions / Services - **Action 1A.2 Upgrade and Modernization of Technology**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Research and develop a system to track and evaluate the cost of maintaining a large fleet of devices.	LCFF Base: \$1,356,226	LCFF Base: \$1,308,264

2. Research ways to provide students the ability to take home devices and access curriculum and instruction content from home.	LCFF S/C: \$541,274	LCFF S/C: \$459,266
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.	Restricted : \$222,804	Restricted : \$221,844
4. Upgrade and modernize classroom display technology throughout the school district.		

Actions / Services - **Action 1A.3 Continue Expansion and Improvements to Arts, Music and Athletics Programs**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Visual and Performing Arts (VAPA) programs are offered in K-12. Programs include orchestra, strings, marching, jazz, theatre, and art	LCFF Base: \$4,041,481	LCFF Base: \$4,032,856
2. Athletics - MULES, competitive levels, B-teams, district championships, and professional development for MULES coaches	LCFF S/C: \$4,229,032	LCFF S/C: \$3,964,888
3. Promote the successes of VAPA and Athletics	Restricted : \$2,866,519	Restricted : \$1,142,046
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.		
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		

Actions / Services - **Action 1A.4 Implementation of Early Learning Intervention**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Implementation of Pre-K, Transitional Kindergarten and Kindergarten to 3rd grade programs and initiatives	LCFF Base: \$3,766,890	LCFF Base: \$3,067,647
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	LCFF S/C: \$253,056	LCFF S/C: \$242,854
3. Focus district support on the implementation of the most effectiveness literacy programs to support early literacy of students.	Restricted : \$0	Restricted : \$61,026
4. Preschool Aides hours increased from three hours per day to three and a half hours per day		

Actions / Services - **Action 1A.5 Maintain and Increase Extended Learning Opportunities for Students**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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	LCFF Base: \$56,753 LCFF S/C: \$6,890,857 Restricted : \$2,644,881	LCFF Base: \$2,599,416 LCFF S/C: \$2,938,376 Restricted : \$3,667,526

Actions / Services - **Action 1A.6 Implementation of Site Specific Intervention Budget**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$1,009,100	LCFF Base: \$0 LCFF S/C: \$0 Restricted : \$1,222,000

Actions / Services - **Action 1B.1 Support all English learners in attaining English language proficiency and mastery of the Core Content Standards**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Implement a high-quality comprehensive program for English learners that includes the following: <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. 	LCFF Base: \$3,296,838 LCFF S/C: \$1,802,690 Restricted : \$2,360,847	LCFF Base: \$2,865,322 LCFF S/C: \$1,318,082 Restricted : \$2,744,155

<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 • 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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Actions / Services - Action 1B.2 Maintain and Expand Educational Services to Special Education Students

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	LCFF Base: \$1,168,743	LCFF Base: \$1,081,669
2. Provide necessary staff development for teachers	LCFF S/C: \$4,327,199	LCFF S/C: \$3,587,014
3. Improve coordination between special education teacher and general education teacher.	Restricted : \$17,781,296	Restricted : \$16,941,959
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.		

Actions / Services - Action 1B.3 Continue Reducing the Average Class Size

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. District will open new high school	LCFF Base: \$5,239,998	LCFF Base: \$5,241,378
2. District plans to construct a concurrent enrollment middle school	LCFF S/C: \$5,720,000	LCFF S/C: \$5,720,000
3. Maintain class size reduction within grade 4 across district	Restricted : \$0	Restricted : \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Madera Unified budgeted \$75,289,724 towards actions/services for goal1, Equitable Access to Rigorous High Level programs. The amount actually spent during the year was \$70,410,415. The funds budgeted that were not implemented were used in the following ways: 94% of the budgeted funds for this goal were spent. The funds not spent were carried

over to the next fiscal year in the fund ending balance. The funds will be spent on unduplicated students with a focus on prioritizing actions steps developed by the District System Design Partnership.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Rating: Full Implementation

Rationale: The implementation of College and Career Readiness initiatives has continued with a focus on increasing the percentage on the College & Career Indicator (CCI) for the California State Dashboard. Working with Madera Community College, there has been a continued expansion of offerings of Dual Enrollment courses. Alongside with the 2020-2021 opening of Madera Technical Exploration Center, 8th grade students will have the opportunity to explore Career Technical Pathways earlier in their educational career that should further boost the CCI on the California State Dashboard.

1A.2: Upgrade and modernization of technology

Rating: Full Implementation

Rationale: There has been constant work to upgrade and to modernize technology throughout the district and with the COVID-19 closures there was a ramp up to further upgrade equipment, and together with working our community partners attempted to ensure students have access to wireless internet. Plans started at the end of the 2019-2020 school year to provide a wide area network to serve our students throughout the district; it is expected to roll out during the 2021-2022 school year.

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

Rating: Full Implementation

Rationale: Madera Unified has continued to expand and make improvements to Arts, Music and Athletics Programs. Initially, the Mariachi Program was implemented as a lunchtime class. During the 2019-20 school year it became an official Madera Unified course.

1A.4: Implementation of Early Learning Intervention

Rating: Initial Implementation

Rationale: With the COVID-19 school closures, maintaining and increasing extended learning opportunities for students became a huge challenge. Only online instruction driven courses were offered to students at the high school level. Plans are coming together on finding ways to accelerate learning due to learning loss during the school closures and one strategy is through increased extended learning opportunities for students.

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

Rating: Full Implementation

Rationale: During the 2019-20 school year extended learning opportunities such as summer school and after school programs were implemented up until the COVID-19 school closures.

1A.6: Implementation of Site Specific Intervention Budget

Rating: Full Implementation

Rationale: Madera continues to support all English Learners in obtaining English language proficiency and mastery of the core content standards through professional development and on site visit observations. In the 2019-2020 school year

there was a continued grade level expansion of DLI at Madison Elementary and plans were finalized to provide DLI offerings at Pershing Elementary and a Heritage Language Program at Washington Elementary for the start of the 2020-2021 school year.

1B.1: Support all English Learners in obtaining English language proficiency and mastery of the core content standards

Rating: Initial Implementation

Rationale: Through the District System Design Partnership our district has conducted research across the world on alternative instructional models and programs. We know that high performing educational systems provide a significant amount of time towards preparation and planning for our educational professionals. Therefore, there will be intentional efforts to provide educators with this much needed time, especially due to the prolonged school closures due to the COVID-19 global pandemic.

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

Rating: Full Implementation

Rationale: Maintaining and expanding educational services to Special Education Students has continued through the Special Services Department as they 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

1B.3: Continue reducing the average class size

Rating: Full Implementation

Rationale: Continued negotiations with MUTA in appropriately finding ways to reduce the average class size are and will be on-going.

Goal 2: Data-Driven Professional Learning and Collaboration

Investing in Growth of Teachers, Leaders and Staff – Accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely 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.)

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
<p>Teacher Survey</p> <p>Percent of staff who feel they are receiving satisfactory professional development for their current position</p> <p>Original: 87% Agree or Strongly Agree (+5%)</p> <p>Modified: Increase</p> <p>2018-19 Actual: TBD</p>	<p>Due to the pandemic, the teacher survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>72% Agree or Strongly Agree</p>

<p>Teacher Survey</p> <p>Percent of staff who feel they have the curriculum materials needed for the shift to common core standards</p> <p>Original: 89% Agree or Strongly Agree (+10%)</p> <p>Modified: Increase</p> <p>2018-19 Actual: TBD</p>	<p>Due to the pandemic, the teacher survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>63% Agree or Strongly Agree</p> <p>Data Source: Internal Teacher Survey Results</p>
<p>Teacher Survey</p> <p>Percent of staff who feel that professional development has prepared them for the shifts to common core state standards</p> <p>Original: 95% Agree or Strongly Agree (+15%) Modified: Increase 2018-19 Actual: TBD</p>	<p>Due to the pandemic, the teacher survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>57% Agree or Strongly Agree</p> <p>Data Source: Internal Teacher Survey Results</p>
<p>Provided the SBE Adopted Academic Content and Performance Standards</p> <p>100% of students will be served</p>	<p>Due to pandemic the 2019-20 reflection tool was not utilized for use on the CA School Dashboard. In the 2018-19 school year the following results were achieved:</p> <p>Standard Met</p> <p>Data Source: California Dashboard Rubric</p>

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

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Support all students in attaining mastery of the Core Content Standards.</p> <p>1. Intentional professional development focusing on literacy and reading structures at all levels.</p> <p>2. Provide training and support for the use of core and supplemental materials.</p> <p>3. Provide professional development and instructional strategies to support struggling students, especially English learners and special education students.</p> <p>4. Implement an instructional monitoring system which measures effectiveness of teaching and learning in the classroom.</p> <p>5. Execute annual assessment and professional development calendars to support core content 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>LCFF Base: \$4,001,958</p> <p>LCFF S/C: \$560,049</p> <p>Restricted: \$4,309,811</p>	<p>LCFF Base: \$3,111,906</p> <p>LCFF S/C: \$473,464</p> <p>Restricted: \$4,960,971</p>

Actions / Services - **Action 2A.2 Implementation of Professional Development for Classified Staff**

Planned Action/Service	Budgeted Expenditures	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 Support Staff regarding customer service b. Provide targeted training to Admin Assistants & Attendance Secretaries on the following: <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 training 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>LCFF Base: \$0</p> <p>LCFF S/C: \$5,463</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$9,251</p> <p>Restricted: \$56,764</p>

Actions / Services - **Action 2B.1 Increase Time for Site and District Staff to Collaborate in Professional Learning Communities**

Planned Action/Service	Budgeted Expenditures	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 data-driven and collaborative.</p> <p>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</p> <p>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</p>	<p>LCFF Base: \$224,447</p> <p>LCFF S/C: \$211,386</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$171,821</p> <p>LCFF S/C: \$366,943</p> <p>Restricted: \$99,000</p>

<p>orientation. PLC teams will include teachers who are leaders at their sites as well as administration.</p> <p>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.</p> <p>5. A partnership with the Madera County Superintendent of Schools, 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.</p> <p>6. T.O.T. training for new admin</p> <p>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.</p>		
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Actions / Services - **Action 2B.2 Implementation of New Madera Unified Accountability System**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Utilization and enhancements to the following systems -</p> <p>a. Professional Development System</p> <p>b. SPSA dashboard (see appendix C to view SPSA Dashboard) which includes leading indicators</p> <p>c. SPSA Planning and Monitoring Tool</p> <p>d. Gradtracker upgrade</p> <p>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</p> <p>3. Develop a case management system which will be used by support roles such as counselors</p> <p>4. Utilization of improvement science to accelerate learning and address problems of practice</p> <p>5. Madera Unified will work with WestEd to complete an equity audit on African American student achievement with a focus on student discipline.</p> <p>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.</p> <p>7. Madera Unified will partner with NISL to complete the District System Design partnership</p>	<p>CFF Base: \$0</p> <p>LCFF S/C: \$309,791</p> <p>Restricted: \$0</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$267,866</p> <p>Restricted: \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Madera Unified budgeted \$9,622,905 towards actions/services towards goal 2, Data Driven Professional Learning and Collaboration programs. The amount actually spent during the year was \$9,517,985. The funds budgeted that were not implemented were used in the following ways: 99% of the budgeted funds for this goal were spent. The funds not spent were carried over to the next fiscal year in the fund ending balance. The funds will be spent on unduplicated students with a focus on prioritizing actions steps developed by the District System Design Partnership.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Rating: Initial Implementation

Rationale: A challenge in continuing professional development related to implementation of state standards in ELA/ELD, Mathematics and Science is there continues to be 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.

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

Rating: Initial Implementation

Rationale: There has been continued training of discretionary certificated and classified staff professional development in the use of prior and new AIM reports, as well as the Student Care Call system used during the initial school closures due to COVID-19.

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

Rating: Initial Implementation

Rationale: With the most recent bargaining agreement with the MUTA there was increased time (through scheduling changes) for site and district staff to collaborate in Professional Learning Communities. In addition, another 2 cohorts of district leaders were trained by NISL, to implement the learnings from NISL in order to build stronger educational systems at all school sites and at the district level.

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

Rating: Initial Implementation

Rationale: In the implementation of the New Madera Unified Accountability System the district launched the Madera Learning System during the 2019-2020 school year, which was created through the collective involvement and buy-in of key parties throughout the district. The MLS articulates a clear set of higher expectations than what exists within the state's accountability system called "The California Dashboard". The MLS was created in an effort to further create a highly coherent instructional system. It is designed as a multiple measure system to monitor and provide assistance more actively to school sites encompassing three components. Those components are Academics, Engagement and Management. Each component will consist of multiple metrics that will become a summative score to gauge the current health of that component at each school site.

Goal 3: Safe and Healthy Environment for Learning and Work

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.)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Teacher Misassignment Rate 0% 2018-19 Actual: 0.02%	2.28% teacher misassignment rate for the 2019-20 school year. Data Source: Internal HR System
Facilities Rating Overall Facilities Rating: Good 2018-19 Actual: Good	0 instances where facilities do not meet the "good repair" standard Data Source: California Dashboard Rubric
Employee Retention Rate Original: 90% Modified: Increase 2018-19 Actual: 95.49%	95.5% employee retention rate for the 2019-20 school year. Data Source: Internal HR System
Student Attendance Rate 96% 2018-19 Actual: 95.49% as of 5/10/2019	94.96% student attendance rate for the 2019-20 school year Data Source: CALPADS
Chronic Absenteeism Rate Original: 7% Modified: Decrease 2017-18 Actual: 9.9%	In 2019-20 10.69% of students were chronically absent. Data Source: California Dashboard
Middle School Dropout Rate Original: 0.03% Modified: Decrease 2016-17 Actual: 0.34%	0.03% middle school dropout rate during the 2019-20 school year. Data Source: CALPADS
Suspension Rate Original: Baseline required Modified: Decrease 2017-18 Actual: 6.7%	4.2% suspension rate during the 2019-20 school year. Data Source: California Dashboard

<p>Expulsions</p> <p>Original: 0.1 expulsions per 100 students Modified: Decrease 2018-19 Actual: TBD</p>	<p>0.19 expulsions per 100 students in the 2019-20 school year.</p> <p>Data Source: DataQuest</p>
<p>Campus Aesthetic Rating</p> <p>Overall rating of how beautiful the campus</p> <p>Original: Baseline required Modified: Increase 2018-19 Actual: 4.2 out of 5 (Scale: 1-Poor to 5-Excellent)</p>	<p>Due to the pandemic the Campus Aesthetic Rating Survey was not fully administered (typically administered in the spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>4.2 out of 5</p> <p>Data Source: Internal Campus Aesthetic Reporting</p>
<p>Student Survey</p> <p>School climate favorable index score</p> <p>Original: 5th Grade: 75% Original: 6th-10th: 60% Modified: Increase 2018-19 Actual: TBD</p>	<p>Due to the pandemic, the student survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>57% responded favorably in 3rd-5th grade 38% responded favorably in 6-12th grade</p> <p>Data Source: Panorama Survey Results</p>
<p>Parent Survey</p> <p>"How well do administrators at your child's school create a school environment that helps children learn?" - Favorable Score</p> <p>Original: 89% Modified: Increase 2018-19 Actual: TBD</p>	<p>Due to the pandemic, the parent survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>71% responded favorably</p> <p>Data Source: Panorama Survey Results</p>
<p>Student Survey</p> <p>"Overall, how much do you feel like you belong at your school?" - Favorable Score</p> <p>Original: 5th Grade: 80% Original: 6th-10th: 60% Modified: Increase 2018-19 Actual: TBD</p>	<p>Due to the pandemic, the student survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>69% responded favorably</p> <p>Data Source: Panorama Survey Results</p>
<p>Teacher Survey</p> <p>"I feel that my school is a supportive and inviting place for students to learn"</p> <p>Original: 91% (Strongly Agree or Agree) Modified: Increase 2018-19 Actual: TBD</p>	<p>Due to the pandemic, the teacher survey was not administered (typically administered in the Spring) in the 2019-2020 school year. In the 2018-19 school year the following results were achieved:</p> <p>71% (Strongly or Agree)</p> <p>Data Source: Internal Teacher Survey Results</p>
<p>Number of Complaints Received by CAO Office</p> <p>Unique Individuals</p> <p>Original: 140 individuals who filed one or more complaints Modified: Decrease 2018-19 Actual: 153 individuals who filed one or more complaints</p>	<p>31 individuals filed one or more complaints during the 2019-20 school year.</p>

Student Participation in Formal Planning Meetings Original: 250 students Modified: Increase	140 students participated in formal planning meetings during the 2019-20 school year. Data Source: Internal Tracking Sheet
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Actions / Services - **Action 3A.1 Maintain Grade Level Field Trips for K-6**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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: 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.	LCFF Base: \$80,000 LCFF S/C: \$284,000 Restricted : \$40,030	LCFF Base: \$127,798 LCFF S/C: \$233,336 Restricted : \$30,054

Actions / Services - **Action 3A.2 Maintain District Supports and Operations**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. District operational costs to support the day-to-day operations of the district	LCFF Base: \$16,733,342 LCFF S/C: \$3,295,550 Restricted : \$60,000	LCFF Base: \$12,937,169 LCFF S/C: \$4,741,831 Restricted : \$82,618

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

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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1. Create high quality meals that are appealing to the students	LCFF Base:	LCFF Base:
a. Fresh fruits and vegetables	\$0	\$0
b. Scratch and speed scratch cooking	LCFF S/C: \$0	LCFF S/C: \$0
2. Get Madera South High School and Madera High School fully functional with their new lines and meal offerings	Restricted :	Restricted :
3. Purchase and implement new POS software for the Child Nutrition Department at the elementary sites	\$14,663,330	\$15,194,261
4. Analyze current staffing needs to look at additional staffing as needed		
5. Install digital menu boards at the 17 elementary sites		
6. 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).		

Actions / Services - **Action 3A.4 Maintain School Site Grounds, Maintenance and Aesthetics**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Cleanliness and upkeep of school site and facilities	LCFF Base:	LCFF Base:
1. Implementation of Campus Aesthetic survey	\$9,799,475	\$12,648,405
2. Review and modify structure of the grounds and maintenance to increase efficiency	LCFF S/C: \$0	LCFF S/C: \$0
	Restricted : \$0	Restricted : \$0

Actions / Services - **Action 3A.5 Implementation of Replacement Schedule for Facilities, Equipment, Technology and Other Needs**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Deferred Maintenance Schedule	LCFF Base:	LCFF Base:
2. Equipment Replacement Schedule	\$5,598,742	\$4,733,122
3. Technology Replacement Schedule Prioritization Schedule	LCFF S/C:	LCFF S/C:
4. Age of Facilities	\$500,000	\$500,000
5. Student Enrollment	Restricted :	Restricted :
6. 12-Year Facility Plan	\$8,064,804	\$6,254,826
7. Modernization and Repairs		
8. Maintain implementation of 1 to 1 ratio for beginning of school year		
9. Implementation of Campus Aesthetics Survey		

Actions / Services - **Action 3B.1 Maintain, align and expand social emotional and behavioral support and intervention**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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Maintain, Align and Expand Social Emotional and Behavioral Support and Intervention	LCFF Base: \$0	LCFF Base: \$0
1. Expand MTSS alignment and supports to additional schools	LCFF S/C: \$188,858	LCFF S/C: \$136,801
2. Implement updated social emotional curriculum in grades K-8	Restricted : \$0	Restricted : \$0
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		

Actions / Services - **Action 3B.2 Continue to Recruit and Retain Highly Qualified Teachers and Support Staff**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Improve marketing of employment opportunities at Madera Unified	LCFF Base:	LCFF Base:
2. Utilize monitoring tool after the orientation is complete to determine the effectiveness of the program. Use the survey results taken at the orientation to adjust the content delivered.	\$100,777,136	\$95,040,020
3. Implement orientation for all new classified staff. Trainings will be done in groups one time per month.	LCFF S/C: \$23,717,362	LCFF S/C: \$23,144,830
4. Collaborate with the personnel commission to determine relevant content for the various classified groups.	Restricted : \$316,863	Restricted : \$770,480
5. Negotiate a competitive contract with labor partners		
6. Implement a professional development plan for the classified staff.		

Actions / Services - **Action 3B.3 Maintain and expand district safety and security**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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1. Initiate and implement an anonymous reporting system	LCFF Base:	LCFF Base:
2. Refine and update threat assessment protocols	\$1,141,536	\$1,108,390
3. Complete site critical threat assessments at county schools	LCFF S/C:	LCFF S/C:
4. Continue to implement recommendations for critical threat assessments at secondary sites	\$1,600,264	\$1,487,431
5. Continue professional development for safety officers	Restricted:	Restricted:
	\$118,000	\$395,051

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Madera Unified budgeted \$186,615,292 towards actions/services towards Goal 3, Safe and Healthy Environment for Learning and Work programs. The amount actually spent during the year was \$179,566,424. The funds budgeted that were not implemented were used in the following ways: 96% of the budgeted funds for this goal were spent. The funds not spent were carried over to the next fiscal year in the fund ending balance. The funds will be spent on unduplicated students with a focus on prioritizing actions steps developed by the District System Design Partnership.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Rating: Full Implementation

Rationale: Maintaining grade level field trips K-6 had challenges during the 2019-2020 school year. They were planned but not all were able to be completed as wildfires threatened near-by areas for 6th grade students and field trips were cancelled during the spring due to COVID-19 school closures.

3A.2: Maintain District Supports and Operations

Rating: Full Implementation

Rationale: Maintaining district supports and operations was completed and met the intended goals.

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

Rating: Full Implementation

Rationale: Madera Unified continued improving the quality and nutritional food offerings to students district-wide and continued offering these meals during the COVID-19 school closures.

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

Rating: Full Implementation

Rationale: Maintaining school site grounds, maintenance and aesthetics was completed and met the intended goals.

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

Rating: Full Implementation

Rationale: There has been on-going implementation of replacement schedule for facilities, equipment, technology and other needs. In addition, due to the COVID-19 pandemic, PPE was needed to be secured.

3B.1: Implementation of Professional Development Related to Improving School Safety and Climate

Rating: Initial Implementation

Rationale: The implementation of professional development related to improving school safety and climate is on-going, additional staff was hired in the 2019-2020 school year to accelerate the school safety and climate.

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

Rating: Full Implementation

Rationale: Madera Unified continues to recruit and retain highly qualified teachers and support staff through highly competitive contracts in both of the certificated and classified unions.

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

Rating: Initial Implementation

Rationale: Maintaining and expanding district safety and security allowed for an anonymous reporting system and additional professional development for safety officers during the 2019-2020 school year.

Goal 4: Strong Relationships with Families and Community

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and 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.)

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>Parent Meeting Attendance</p> <p>Number of parents participating in School Site Council (SSC), ELAC, DELAC, Parent Advisory Committee (PAC) and LCAP meetings</p> <p>Original:</p> <p>SSC: 200</p> <p>ELAC: 355</p> <p>DELAC: 195</p> <p>PAC: 167</p> <p>LCAP: 291 (+5)</p> <p>Modified: Increase 2018-19</p> <p>Actual:</p>	<p>Due to the pandemic there was a modified schedule, meetings were only held from August to February (and at some sites into early March)</p> <p>SSC: 106</p> <p>ELAC: 237</p> <p>DELAC: 79</p> <p>PAC: 76</p> <p>LCAP: 226</p> <p>Data Source: Internal Tracking Sheets</p>

SSC: 137 ELAC: 194 DELAC: 39 PAC: 158 LCAP: 230	
Parent Program Completion Number of parents who completed a parent education/leadership program Original: 1081 parents completed a parent education/leadership program. (+10%) Modified: Increase 2017-18 Actual: 1025 parents	1,653 parents completed a parent education/leadership program during the 2019-20 school year. Data Source: Internal Tracking Sheet
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) Maintain 2018-19 Actual: 7354 parents logged into Parent Portal 3 or more times (as of 4/15/2019)	9,710 parents logged into Parent Portal 3 or more times during the 2019-20 school year. Data Source: Internal Student Information System
Parent Survey - Hospitality "The office staff at my child's school is always professional and respectful of my time." Original: 91% will respond favorably (+5) Modified: Increase 2018-19 Actual: TBD	Due to the pandemic, the parent survey was not administered (typically administered in the Spring) in the 2019-20 school year. In the 2018-19 school year the following results were achieved 78% responded favorably Data Source: Panorama Survey Results
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. Original: Pending Modified: Increase 2017-18 Actual: ELA: -17.6pt Math: -9.6pt	Due to the pandemic the CAASPP assessments were not administered in the 2019-2020 school year. In the 2018-19 school year the following results were achieved ELA: +8.2pts Math: +23.9pts Data Source: California Dashboard
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) Decrease Actual 2017-18: 16.6%	11.8% of Foster students were suspended at least once during the 2019-20 school year Data Source: California Dashboard

<p>Foster Youth Chronic Absenteeism</p> <p>(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>Original: [16.3%] (-4%) Modified: Decrease 2017-18 Actual: 20.1%</p>	<p>10.19% of foster youth were chronically absent during the 2019-20 school year</p> <p>Data Source: California Dashboard</p>
<p>Adult Learners - Access to a broader course of study 100% of adult learners</p>	<p>100% of adult learners had access to a broader course of study in 2019-20</p> <p>Data Source: California Dashboard Rubric</p>

Actions / Services - **Action 4A.1 Continue to Maintain and Expand Parent Resource Centers**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>1. Parent engagement and support services</p> <p>a. Support schools</p> <p>b. Support families</p> <p>c. Support communities</p> <p>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.</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$394,480</p> <p>Restricted : \$42,929</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$471,681</p> <p>Restricted : \$42,060</p>

Actions / Services - **Action 4A.2 Maintain and Expand Supports for Foster, Homeless, Migrant, Teen Parents and Other**

Unique Student Population Groups

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Foster Youth</p> <p>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> <p>2. Targeted Academic Evaluation of AB 167 for Foster with targeted plans for credit recovery/graduation requirement attainment.</p> <p>3. After School Tutoring options for Foster District-Wide</p> <p>4. Research and implement transportation solutions for foster youth involved in after school activities</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$1,181,639</p> <p>Restricted : \$794,850</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$782,332</p> <p>Restricted : \$708,067</p>

<p>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</p> <p>6. 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</p> <p>7. 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> <p>8. 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>9. 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> <p>1. Targeted Academic Evaluation of AB 1806 for Homeless with targeted plans for credit recovery/graduation requirement attainment.</p> <p>2. After School Tutoring options for Homeless District-Wide</p> <p>Migrant Youth</p> <p>1. Site based certificated teacher providing after school educational support</p> <p>2. Visual and Performing Arts</p> <p>3. Health Service Clinic</p> <p>4. Summer programming</p> <p>Teen Parents</p> <p>1. Maintain Cal-SAFE program</p> <p>2. Transportation support</p>		
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Actions / Services - **Action 4A.3 Maintain and Expand Adult Education Program**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<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 an CNA. Emergency Medical Technician (EMT)</p> <p>This course provides students with the knowledge and skills to pass the national Standards Test to become employed as an EMT.</p> <p>Individual Classes</p> <p>a. MS Word 2010 Level I and II</p> <p>b. MS Excel 2010 Level I and II</p> <p>c. MS PowerPoint 2010</p> <p>d. MS Access 2010</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$0</p> <p>Restricted : \$1,449,391</p>	<p>LCFF Base: \$0</p> <p>LCFF S/C: \$0</p> <p>Restricted : \$1,525,778</p>

e. Keyboarding I, II, and Advanced Community Education Classes High School
Equivalency Test (HiSET)

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

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Madera Unified will partner with community based organizations to further improve the LCAP community engagement process.	LCFF Base: \$0 LCFF S/C: \$478,638 Restricted : \$1,355,968	LCFF Base: \$0 LCFF S/C: \$468,865 Restricted : \$1,246,530

Actions / Services - Action 4B.2 Maintain and Update LCAP Dashboard

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Update the LCAP Dashboard to reflect the new California Dashboard 5x5 system	LCFF Base: \$ LCFF S/C: \$273,791 Restricted : \$	LCFF Base: \$ LCFF S/C: \$261,242 Restricted : \$

Actions / Services - Action 4B.3 Maintain and Expand Interpretation and Translation Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 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.	LCFF Base: \$0 LCFF S/C: \$334,880 Restricted : \$42,929	LCFF Base: \$0 LCFF S/C: \$287,320 Restricted : \$42,060

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

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<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 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 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 Additional actions to improve strategic communication and marketing of district work: 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 	<p>LCFF Base: \$0 LCFF S/C: \$373,291 Restricted : \$0</p>	<p>LCFF Base: \$2,411 LCFF S/C: \$337,723 Restricted : \$0</p>
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<p>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</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>		
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Madera Unified budgeted \$6,722,785 towards actions/services towards Goal 4, Strong Relationships with Families and Community programs. The amount actually spent during the year was \$6,176,068. The funds budgeted that were not implemented were used in the following ways: 92% of the budgeted funds for this goal were spent. The funds not spent were carried over to the next fiscal year in the fund ending balance. The funds will be spent on unduplicated students with a focus on prioritizing actions steps developed by the District System Design Partnership.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

Rating: Initial Implementation

Rationale: Madera Unified has continued to maintain and expand parent resource centers for the community. They also served a vital role during the COVID-19 school closures, in helping students and families connected with internet services and helping contact students for the student care calls.

4A.2: Maintain and expand supports for foster, homeless, migrant, teen parents and other unique student population groups

Rating: Full Implementation

Rationale: Madera Unified has fully implemented the CALSAFE program based on the needs of student parents on campuses.

4A.3: Maintain and Expand Adult Education Program

Rating: Initial Implementation

Rationale: Maintaining and expanding the Adult Education Program has continued to have successful CNA and EMT programs as well as other high school equivalency test preparation services.

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

Rating: Initial Implementation

Rationale: Madera Unified has continued partnering with community-based organizations to help develop parent leadership in the LCAP engagement and annual budget process, despite the COVID-19 school closures, meetings were still held and the community still attended. It has brought a new way to engage with the community.

4B.2: Maintain and Update LCAP Dashboard

Rating: Other

Rationale: The LCAP Dashboard will be retired due to the state's new California Dashboard which encompasses all these metrics. Resources will be redirected to the new Madera Learning System.

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

Rating: Initial Implementation

Rationale: Madera Unified has maintained and expanded interpretation and translation services through effective Human Resources recruitment. Translation services played a very vital role in quickly being able to provide translated information to the community during the COVID-19 school closures.

4B.4: Establishing and maintaining purposeful communication and marketing strategies within the school district and local community

Rating: Initial Implementation

Rationale: Intentional investments have been made in order to significantly improve overall communications to families across the district. More work needs to be done to ensure Spanish speaking families are receiving communications in their preferred home language.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Personal Protective Equipment for all staff and students	\$5,000,000	\$3,336,038	[Y/N]
Provide school supplies for each student in-class	\$10,000,000	\$4,615,453	[Y/N]
Provide textbooks for students in-class and in distance-learning	\$5,000,000	\$689,897	[Y/N]
Provide teachers additional planning and preparation time	\$6,000,000	\$7,518,643	[Y/N]
Provide additional Supplemental Resources and Digital Resources for teachers	\$5,000,000	\$8,193,275	[Y/N]
Provide technology resources for all teachers and students (hardware & software)	\$5,000,000	\$5,646,782	[Y/N]
Conduct periodic Teacher Advisory meetings to solicit feedback and guidance to improve student learning	\$100,000	\$37,380	[Y/N]
Conduct periodic listening sessions with parents to solicit feedback and guidance on needs related to student learning	\$100,000	\$534,557	[Y/N]
Provide COVID-19 Testing for staff and students	\$10,000,000	\$95,000	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budget related to In-Person Instructional Offerings was revised to reflect the most updated information. The \$15.5 million budget reduction was mainly due to the school supplies since the students were in distance learning from August through March, the estimated actuals reflects funds spent and encumbrances only. Also the budget for COVID-19 testing was reduced since the state subsidized all the materials and services for this process. The textbook adoption was postponed due to the COVID-19 pandemic, the budget was reduced and funds will carryover to cover the textbook adoption in the future. The district contracted services for wellness check and contact tracing for all the students and staff. Funds not spent will carry over to fiscal year 2021-22 to provide services to our students.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Our district faced many challenges while trying to implement in-person instruction during the 2020-21 school year. One of the major challenges we faced is to ensure the safety of all students and employees. The health and safety of students and employees are the highest priority, therefore, in order to transition to in-person instruction a number of safety protocols would need to be fully implemented for the first time. Madera Unified leadership created the Preparing to Educate document, a comprehensive playbook that includes detailed instructions and procedures on how to reopen schools safely. Our commitment to community health is that as an organization, Madera Unified is committed to supporting the general public health of our community, our workforce, and our students to ensure all our local businesses

can stay open, employees can remain at work, and students can continue learning to enable our community to thrive even during a historic pandemic. To that end we commit to research-based mitigation measures needed to support our local families, our community and the economy by making every effort to minimize the spread of COVID-19. Our district implemented a number of health and safety protocols in an effort to increase safety and reduce the potential for disease transmission. March 15, 2021 was the first day that we welcomed back multiple grade levels of students for in person instruction. In order to ensure Parents and students were aware of all the safety measures and protocols, a reopening of schools plan was created which outlined all the safety protocols. Site leaders held virtual town halls with parents to walk through what to expect and answer any questions. Videos were created in english and spanish to provide additional support and context. All the activities outlined above were critical to ensure the health and safety of our students, parents and employees. Other challenges were related to instruction and technology. Teachers at the secondary level had to learn how to teach students via distance learning and in person at the same time. We call this simultaneous instruction. This mode of instruction is quite challenging to implement, even with experienced teachers. We were able to provide secondary teachers with the technology to support them with simultaneous instruction. However, there was not enough time to also provide teachers with the coaching and support on how to use the technology and how to provide effective instruction to all students, whether they are in person or learning through distance learning. While not ideal, teachers were able to learn by doing, and they provided our students with in-person instruction and distance learning at the same time. Our district has faced a number of challenges, but our success has been how we faced each challenge and pivoted to serve our students by providing them with the highest quality of instruction possible in the midst of the COVID-19 pandemic while also maintaining high standards for health and safety for our community.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital Curriculum and Content for Distance Learning (Khan Academy, SeeSaw, Google Classroom, Clever etc.)	\$3,463,368	\$3,384,038	[Y/N]
Hard Copies of Curriculum Content and Supplies including purchased books	\$4,569,407	\$788,270	[Y/N]
Technology Equipment which includes devices, head phones and hot spots	\$2,759,765	\$4,502,408	[Y/N]
Attendance monitoring and intervention	\$3,575,295	\$2,257,655	[Y/N]
Parent and caregiver education and training to support child with distance learning	\$100,000	\$424,460	[Y/N]
Independent Study Program - District Wide	\$1,732,281	\$1,583,444	[Y/N]
Provide Personal Protective Equipment for all staff	\$2,133,450	\$3,412,855	[Y/N]
Provide school supplies to take home for each student in distance learning	\$12,387,918	\$9,498,502	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The budget related to the Distance Learning Program was revised to reflect the most updated information. There was a \$3.8 million reduction in hard copies and textbook purchase not materializing, this funds will carryover to the next fiscal year to provide supplies and books to students. A \$2.9 million reduction was also done for student supplies to take home since students were brought back for in-person instruction starting in March. The estimated actuals reflect funds already spent and encumbrances only. Funds not spent will carry over to fiscal year 2021-22 to provide services to our students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our district developed the Instructional Continuity Plan (ICP) which outlines the different forms of instruction students can receive during the period of school closures. A major section of the ICP discusses the Distance Learning program. The implementation of distance learning has proved to be extremely difficult. One of the major challenges with distance learning is how to monitor whether a student is truly engaged or not. A high number of students would not turn on their video screens during distance learning for a myriad of reasons. Students had legitimate technology issues such as weak internet connections, devices not working properly, audio on chromebook microphones not loud enough etc. We also had students who would intentionally disconnect from distance learning due to social emotional issues and other frustrations. The challenges were vast and varied, however, there were students who saw great success through distance learning. Some students built up executive functioning skills such as time management, self-control and self monitoring.

Madera Unified Staff had to take on many different roles and responsibilities to support students through distance learning. For example, members of the Transportation department provided significant support to school sites through making follow up phone calls to parents when students were absent, or helping to navigate technology questions etc. Child Nutrition staff had to work adjusted hours to prepare weekly meal kits for students. School Employees and District Office personnel supported the weekly meal kit distribution process to students. Teachers were forced to quickly learn how to provide students instruction through distance learning. Madera Unified provided teachers with professional development and detailed guidance through the Instructional Continuity Plan 2.0. Teachers were asked to ensure lessons and learning tasks assigned to students with disabilities were required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners reflected the appropriate differentiation and scaffolding support based upon their level of language proficiency. Students with disabilities all have an assigned Special Education Case Carrier who completed weekly check-ins with each student assigned to their respective case load. Students received core instruction with accommodations via a virtual platform from a special education teacher. They also received curriculum packets as appropriate. Paraprofessionals participated in the special education teachers virtual classroom, as assigned, and provided small group instruction in a breakout room through the virtual zoom technology platform. Special Education personnel participated in the general education teachers virtual classroom, as assigned and provided small group instruction in breakout rooms when needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implementation of district assessments such as NWEA, Scholastic Reading Inventory, AP Exams, SAT, etc.	\$1,165,605	\$830,825	[Y/N]
Implementation of MEtoBE multiple measures report card	\$50,000	\$24,999	[Y/N]
Implementation of Khan Academies District Management System	\$122,750	\$315,600	[Y/N]
Teacher preparation, planning and professional development	\$6,248,200	\$6,234,062	[Y/N]
Implementation of extended learning time for students (afterschool programs and tutoring)	\$6,129,936	\$4,978,769	[Y/N]
2021 Summer School	\$1,349,181	\$4,131,660	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The budget related to the Pupil Learning Loss Program did not decrease, the budget was updated to reflect the most updated information. Even though the extending learning budget decreased \$1 million, an additional \$2.8 million was added to the budget for the Summer School program to be offered at all MUSD schools. Additional extended learning and tutoring services will be offered in the next school year 2021-22.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

School closures have made it significantly more difficult to educate students at high levels. A major step to ensure students are learning is to have students demonstrate learning through rigorous assessments. During the Fall of 2020, Madera Unified asked students to complete the NWEA assessment, a computer adaptive nationally normed referenced assessment, through distance learning. Unfortunately, less than 50% of students completed the assessment and it became increasingly difficult to monitor student learning outside of teacher grade submissions. While this was a major challenge for our district in the Fall, we were able to make significant improvements to participation rate during the Winter assessment period. Madera Unified had over 90% of students take both the NWEA reading and math assessment through distance learning. We attribute this massive increase to intentional planning with a cross functional team of Madera Unified employees on the Curriculum and Instruction team and Technology department. Furthermore, members of the NWEA team provided guidance and support to help us ensure as many students as possible were able to take the assessment. This was a major success and allows us to gain a better understanding of the individualized needs each student will require going forward.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MUSD was able to conduct two staff surveys this school year, one prior to the beginning of school with administrators and one in the Fall semester offered to all staff with incentives. The surveys indicated that a high percentage of staff were experiencing anxiety as a result of the Pandemic and adjusted working conditions. Many school sites offered staff circles, staff grief and loss groups and many SEL supportive resources. When offering supportive mental health services, it is voluntary which makes it difficult to know if what was offered helped to meet the needs of staff or increase mental wellness. In addition, the staff within MUSD are offered many surveys and it is possible that the staff have survey fatigue, as a result. Staff wellness classes have been offered to help reduce stress and increase coping capacities. These classes include yoga, mindfulness, sound therapy and reiki.

Madera Unified also received a grant from the Cowell Foundation to support staff wellness. This initiative includes a variety of resources for staff including those mentioned above, and Nutrition, Adult SEL, Physical Activities, Art and Music Therapy, and a Self-Care planner. Most of these supports will roll out in the Fall.

MUSD Student and Staff were surveyed in November 2020 using the Panorama Well-Being Survey to measure how they perceive their own social-emotional skills. 3,263 third-fifth graders, 3,263 sixth-twelfth graders and 1,475 staff members completed the survey, with their favorable perceptions listed below.

Group	Percent Favorable
3 rd -5 th Graders	57%
6 th -12 th Graders	57%
Certificated Staff	54%
Classified Staff	71%

Universal social-emotional (SEL)instruction for all students continued to be provided in grades K-8th, utilizing our board adopted core curriculum: Second Step. A group of Madera Unified teachers adjusted these lessons to the interactive PearDeck platform, so teachers could teach their lessons virtually, students could reply and respond in the platform, or students could access these lessons during asynchronous time. Additionally, our four middle schools and Matilda Torres High School apportioned site fund to supplement SEL, using Character Strong in advisory classes weekly to all students by all teachers. An important part of this program were the character-challenges that staff and students engaged in.

In January 2021, site leaders were provided resources by the Department of School Culture and Climate for both students and staff to focus on support based on survey results. In January 2021, SEL-from-a-Distance resource was purchased with COVID funds for every MUSD teacher, and an optional training was delivered virtually in February 2021. This resource and training provided teachers a variety of strategies to check-in frequently and provide space for SEL in a virtual classroom.

As we transitioned from fully virtual to hybrid instruction in March 2021, leaders were encouraged to have their teachers focus on relationship-building and positive behavior interventions and supports (PBIS). Our district PBIS coordinator met with site teams throughout March, April and May, and observed classrooms at 26 sites for evidence of PBIS implementation.

Using the Tiered Fidelity Implementation (TFI 2.1) instrument validated by PBIS.org, 27 MUSD sites averaged a 59% tier 1 implementation in October 2020; spring administration, following intentional training on tier 1 implementation in September and November 2020 and January and March 2021 resulted in a district average of 86% in May 2021, a 29% growth.

We know that students and staff are returning to full in-person learning following nearly 18 months of social-isolation and various forms of trauma as a result of the global pandemic. In the Fall 2021, we will continue to focus on tier 1 PBIS and SEL instruction and implementation, with additional training in tier 2 interventions. Our Department of Student and Family Support Services (SFSS) is implementing an adult-wellness program, We Believe in Staff Wellness, with a variety of self-care activities to appeal to nearly every staff member. Using funds from the Cowell grant, SFSS intends to incentivize staff participation.



MADERA UNIFIED SCHOOL DISTRICT

Student Bill of Rights Resolution No. 32-2020/21

Students have the right to have a socially, emotionally, and physically safe positive school environment: defined as

- a freedom to experience a "safe and inclusive campus; with adults who are committed to protecting and serving all students"; and
- a positive learning environment that is welcoming; and
- empowers students to have confidence in their identities; and
- shows compassion in making mistakes free from ridicule; and
- have administrators who are consistent and approachable; and

Students have the right to be treated with respect and valued by the school community: defined as

- being treated fairly regardless of religion, race, national origin, or disability, sex (including pregnancy, gender identity, and sexual orientation); and
- to attend schools that are free from bullying by students and by adults; and
- to be treated according to their maturity, competency and with compassion; and

Students have the right to inclusive teaching and learning environments in our classrooms: defined as

- having classrooms that feel safe, respectful, and welcoming, where everyone can learn; and
- learning opportunities tailored to our individual needs; and
- teachers who care about all students where all means all; and
- teachers who value our educational progress and us as human beings; and
- students are able to see themselves in our schools through challenging and culturally relevant learning; and

Students have the right to effective teachers that are both knowledgeable and supportive: defined as

- individuals who know their content and use various teaching strategies that contribute to a greater understanding; and
- understand that learning starts with relationships; and
- make learning active and visible; and
- are servant leaders who accept feedback from their students; and

Students have the right to equitable quality education, that prepares them for life beyond high school: defined as

- providing instruction that lends itself to differentiation, feedback, and re-teaching for proof of mastery and
- ensures teachers' skills align with students' needs; and
- ensures accessibility to the fullest range of rigorous academic classes to all students; and
- provides real-life learning opportunities with the widest array of post-secondary options, with the greatest number of choices around College and Career with equity in access to modern technology to support adulthood success; and

Students have the right to Freedom of Expression within an educational context that has clear guidelines and expectations: defined as

- allowing students to exercise our First Amendment rights through various forms and mediums; and
- informing students of these opportunities through a variety of means; and
- providing clear expectations and guidance; and
- providing a defined platform to report violations of student rights without fear of retribution or dismissal of the concern; and

Students have the right to equitable school disciplinary policies and practices that focus on correction not punishment: defined as

- ensuring due process is implemented at every level of infraction; and
- schools adopt positive forms of discipline, aimed at addressing the cause of the behavior and providing an opportunity for students to grow from their mistakes; and
- focusing on the resolution of conflict and restoration of all relationships involved to the extent that is possible; and
- refraining from the use of stereotypes, unwarranted attention, and personal interactions that result in mistrust; and
- focusing on bringing the students back into the school community in a positive manner; and

Students have the right to shape decisions that affect our education: defined as

- formalizing opportunities with school board members, district administration, school administration and with our teachers on a regular, scheduled basis because student voice counts:

Madera Unified School Board and Trustees hereby proclaims and recognizes on this 23rd Day of March, 2021, that the above mentioned rights be declared as a right of every student within Madera Unified School District.



Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family Engagement

The COVID-19 Pandemic has changed the face of the entire global education community and Madera Unified does not stand alone. Engaging Families & increasing the level of intentional outreach throughout the various school communities has been the foundational motivation to help accelerate student learning and rebounding from the pandemic during the 2020-2021 school year. As a District, we continue to reflect and learn that the pandemic is exposing new tools and ways of learning that, if institutionalized, can help strengthen delivery education systems in the years to come.

A silver lining is on the horizon as we eagerly discover nuggets of new knowledge related to technology, student learning, inequality gaps in technology and connectivity, and the social-emotional needs of students and families.

During the pandemic, 100 percent of Madera Unified School District's students participated in Distance Learning. Madera Unified teachers and administrators were given the flexibility to experiment and implement innovative learning practices to support students learning from home. All academic programs and activities were based on evidence-based programs, that included data collection and disaggregation, family and community engagement support strategies; and policy development and implementation within all district Schools.

During 2020-2021, The district's Department of Community Services and Parent Resource Centers (PRCs) (a network of 10 School-based PRCs) provided education, training, and support to 58,771 parents/families, 565 parents completed certificate bearing courses, 167 parents received virtual computer literacy, and 20,078 viewers engaged in topic based information-packed webinars.

Madera Unified hosted a four-day virtual Parent Engagement Conference and offered it in a bilingual format. The Conference attracted 3,737 viewers, 684 community members attended the academic workshops. This was a 1,352% increase in attendance from the previous year. All parent engagement classes i.e., Parenting, English as a Second Language, Digital Literacy, Parent Leadership Development, and High School Certificate Equivalency were moved to virtual online classes. Again, there was an increase in registration, attendance and completion rates compared to previous years. In addition to these services, MUSD reached approximately 263,098 visitors through the District websites, serving as resources beyond our schools, and provided digital online resources and printed materials in English and Spanish that helped to keep students and parents informed regarding school continuity, recommendations and guidelines during school closure, soft reopening and social-emotional needs.

Moving parent, student, and community engagement practices into an online virtual environment has proven to be challenging; however the results have yielded success and effectiveness. Program cost savings were realized in the areas of childcare, food, travel, transportation, and supplies. Attendance and completion rates have increased and the offering of a variety of virtual online classes has allowed parents to engage and participate from the privacy and comfort of their home.

Challenges learned through the COVID-19 pandemic include a heightened awareness of the inequities across the various academic, social, and emotional disciplines that existed before this global pandemic. MUSD schools quickly mobilized to ensure students received access to meals, digital devices, and the connectivity they needed to engage in distance learning. This challenge equally required us to meaningfully and equitably involve parents by hosting virtual community forums, conducting surveys, and forming deeper relationships with community agencies to develop comprehensive plans to ensure the academic success of all children and families.

The District implemented a Call Center Help Line to support students and parents with online registration, low-cost Internet programs, local food distributions, distance learning resources, technology support, and referrals to community agencies. A total of 46,026 calls have been documented.

The District Partnered and championed a comprehensive Resource Directory of Community Services for Madera County. The resource directory has been designed to serve as a digital hub of resources stemming from cradle to adulthood. The District has taken the lead to update the directory monthly to keep the information current and to benefit its constituents with current resources they can easily access on a continuum. MUSD hosted standalone, impactful webinars on subjects of interest and relevant to our families, i.e., COVID-19 and Flu vaccines, Employability Skills, Nutrition, Oral Health, and Financial Literacy. Moving forward, these best practice models are being incubated to share and use throughout the district.

Strengthening parent engagement moving forward will include providing a range of academic programs, aiming to help parents succeed through parenting skills, close the gap on technology and internet access, and support families with resources to help address social and emotional wellness. These resources include accessibility for parents, easy communication for teachers, and actionable data with emphasis on increasing children's learning outcomes and helping under-resourced families confronting the digital divide and overcoming trauma or extreme stress during the school year.

Student Engagement

Madera Unified Leadership took a proactive approach by using available staff to assist with absence calls or follow-ups. These support staff included bus drivers, playground supervisors, cafeteria site staff, safety officers & library techs.

Teachers are responsible for recording student attendance in Aeries based on "participation"

Elementary Schools: All Day attendance

Secondary Schools: Period attendance

Evidence of participation included one of the following:

- Evidence of participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contacts between staff and pupils or parents or guardians

Distance Learning Attendance Codes:

R = DL Participates in synchronous live instruction

Q = DL Attempted an assignment/activity/learning task

Y = Contact with parent/guardian and/or student

N = DL Present Not Engaged (Logged in but did not do anything)

D = DL not engaged (Absent)

Students participating in the After School Program (ASP):

A daily log is required to be taken by the teaching fellow recording the students' participation which included one of the following:

- Evidence of participation in online activities
- Completion of regular assignments
- Completion of assessments
- Contacts between staff and pupils or parents or guardians.
- The same Distance Learning Attendance Codes were used as described above.

Daily Follow Up to students marked absent

Student is marked absent by the teacher

On the day the student is absent (6:00 pm), parents receive a ParentSquare Attendance Notification.

Elementary - Attendance secretary or other support staff contacts the parents to notify them of the absence and try to strategize solutions to the obstacles on a daily basis.

Secondary - Attendance Secretary, Child Welfare and Attendance Liaison or other support staff contacts the parents to notify them of the absence and try to strategize solutions to the obstacles on a daily basis.

Tiered System of Re Engagement

Student misses 3 days in a week

Tier 1

Attendance secretary notifies the site administrator when a student has reached 3 unexcused absences in one week.

Admin/designee contacts parents and documents the conversations.

If no contact is made after three attempts using any of these methods listed (ParentSquare, text, letters, email, social media, etc.), the emergency contacts should be called to arrange a phone call.

Approve truancy letters as a backup alternative.

Tier 2

The administrator/designee conducts a home visit in accordance with the CDC's safe guidelines. Home Visit Protocol

Tier 3

Administrator holds a mandatory meeting with the family by phone or virtual.

Mandatory meeting can be any of the following:

COST, SST, Truancy, 504 or IEP meeting with all stakeholders to attend.

Document and follow up on student re-engagement plan.

Tier 4

Student re-engagement fails:

Administrator holds a mandatory SART meeting

If needed, referred SARB

Note:

If at any point in this process the student re-engages and then misses 3 days in a week again, the Tier System restarts the re-engagement process.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The successes that we had in providing school nutrition in the 2020-2021 school year were as follows:

- Created a systemic approach to have the most efficient way to provide 7 Day Meal Boxes to the community while maintaining social distance in a safe environment

- The support of the community needing and/or wanting the meals was beyond what we could have expected in comparison to many other Districts across the state and country

- The ability for our entire department to adapt in a moments notice and face the ever changing landscape of what our mission was and doing this as things around us were changing by the hour, day, etc

The challenges that we had in providing school nutrition in the 2020-2021 school year were as follows:

- Staff morale and staff safety
- Constant changes that created constant realignment of operations

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Prepare and distribute meals to over 20,000 students	\$14,264,053	\$9,929,554	[Y/N]
Pupil Family Engagement and Outreach	Parent outreach and engagement related to internet access, connectivity and overall education due to COVID-19 pandemic	\$1,249,584	\$722,531	[Y/N]
Pupil Family Engagement and Outreach	Parent and Community Communication	\$916,909	\$692,005	[Y/N]
Supports for Pupils with Unique Needs	Foster & Families in Transition implementation of student support program	\$281,921	\$205,095	[Y/N]
Mental Health & Social Emotional Well Being	Ethics and Anti-Racism Professional Development for all Staff	\$3,000,000	\$1,206,229	[Y/N]
Multiple Areas	Mitigation of COVID-19 and Operational Support (additional staff time in the form of overtime, temporary staff support and year-round subs)	\$3,250,000	\$2,298,602	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The budget related to Implementing the Learning Continuity Plan was revised to reflect the most updated information. There was a \$7.9 million reduction to reflect funds already spent and encumbrances only. The main reductions occurred in the school nutrition budget, mental health & social emotional well being and temporary staff support. The School Nutrition Summer expenditures (Employee's Extra Time, food, disposable utensils, commodities, indirect charges, etc.) was included in the Total Budgeted Funds, but it was excluded from the Estimated Actuals Expenditures since only actual expenditures and encumbrances were calculated in the \$9,929,554 . New positions to support students' mental health & social emotional needs were approved for the new school year. Funds not spent will carry over to fund these positions and to provide services to our students in Fiscal Year 2021-22. The budget for Mental Health & Social Emotional Well Being Ethics and Anti-Racism Professional Development for staff was initially proposed to use COVID funds, the budget was updated to include supplemental and concentration funds.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There have been many lessons learned through the implementation of in-person and distance learning during the 2020-21 school year. We know that student engagement has gone down significantly based on student attendance, grades and participation in district local assessments. For example, during the 2020-21 school year 29% of all grade marks were a D or F in one or more subject areas compared to only 17% during the 2019-20 school year. This represents almost a doubling of the number of D's and F's students received for their classroom grades. Additionally, NWEA local assessment results show a reduction in the number and percentage of students ready or exceeding grade level readiness. 23% of students were ready or exceeding grade level during the Fall 2020 assessment window compared to only 20% of students ready or exceeding grade level during the winter assessment period. This represents a 3% point drop. These results and others provided our district with a greater sense of urgency to determine the best ways to accelerate student achievement. Therefore, we will have six goals for the 2021-24 LCAP, all connected to the collaborative work completed through the District System Design Partnership (DSDP). Through a detailed review of the recommended actions developed by each building block design team, major connections were identified with building blocks (goals) 3 and 4. Therefore, a decision was made to combine these goals. The 5 areas of focus prioritized by the Madera Unified DSDP team are - Early Childhood Support, Equity before Equality, High Quality Education, Highly Qualified Staff, and Incentives and Supports. More detailed descriptions of each of the focus areas can be found on the believemadera.com website.

Students will be coming back to school behind as indicated in the data points below. Research shows that the best way to improve student outcomes is through quality first instruction. Therefore, goals and actions developed will prioritize making improvements to instruction. This will be done through providing teachers with additional preparation and planning time similar to what teachers who work in countries with high performing educational systems are given.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Madera Unified School District has developed a system to measure the status and growth of all K-12 students in respect to their preparedness for the next grade level and/or college and career. From that interest, the Grade level Readiness (GLR) system was created. The GLR system produces an Overall GLR Score for students that are based on multiple, weighted, grade level measures. These measures span across engagement, academics, and socio-emotional factors. Madera Unified uses this system to measure student learning growth.

The GLR system includes the following indicators:

- SBAC ELA & Math
- NWEA ELA & Math
- Scholastic Reading Inventory
- English Language Proficiency Assessment California
- SAT ELA & Math
- A-G On Track
- GPA
- Attendance
- Behaviors

Students will be given a grade level readiness score and the score will be used to measure student growth and learning loss. Students will receive a multiple measures report card called MEtoBE. This report will provide students and parents with clear information on overall student performance and next steps to how to accelerate learning and mitigate learning loss.

Furthermore, Madera Unified will use other leading indicators such as student grades, Khan Academy skill point growth and other data points to measure student learning growth proactively.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Madera Unified implemented the majority of actions and services as intended based on the plan. However, there were a few items that were not implemented as planned, one of them is the development of a custom Madera Unified Ethics and Anti-Racism course specifically designed for employees. A major barrier to significant improvements to student achievement is racism. The Madera Unified Student Champion document adopted by the Board of Education in March of 2019 communicates clear expectations for the behaviors for all Madera Unified employees. Therefore, Madera Unified will create a Student Champion course that all employees will complete. The course will take employees through the history of Madera Unified, cultural intelligence, the Student Bill of Rights, Student Voice, Parent Voice and how to be a true Student Champion who embodies our district core values and will do everything within their power to ensure students, especially students who have historically not achieved at high levels, receive the services they need to succeed in our district. The Learning Continuity and Attendance Plan budget was updated in the Annual Update to meet the needs of our students. The budget not needed for the implementation of extended learning time for students and Pupil Family Engagement and Outreach were used to increase the budget for Personal Protective Equipment for all staff and Summer School. The budget not used to provide school supplies for each student in class, Hard Copies of Curriculum Content and Supplies, and Schools Supplies to take home will be carried over to the new fiscal year to increase and improve supplies and services for students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We have learned a variety of lessons during the 2019-20 and the 2020-21 school year. When in person learning was abruptly shut down due to the COVID-19 pandemic, we knew that a majority of our students did not have access to a chromebook or laptop, nor did they have high speed internet. Therefore, we quickly had to provide 20,000 students with a device for technology and a hotspot to connect to the internet. This was done at lightning speed and by the month of April, we had a weekly student care check-in system implemented to ensure students had their technology, nutrition and social emotional needs met. Unfortunately, these efforts did not meet all students' needs and some students consistently struggled to access content through technology. A number of students located in remote areas of the district had challenges accessing the internet. Other students did not have appropriate adult supervision at home and completely disconnected from education. Madera Unified employees made over 3,000 home visits to students during this period of physical school closures from March 2020 to March 2021. Based on the district's analysis and reflection of the student outcomes over the past three years as reported in the 2019-20 LCAP and 2020-21 LCP, we know that it is imperative to accelerate student learning starting the 2021-22 school year and beyond, and we need to rebuild the system into something new. We know that our student achievement data needs to dramatically improve. This is why we will continue to dedicate significant resources to creating our very own local continuous improvement system called the Madera Learning System (MLS). The MLS establishes higher expectations than what the state and federal government has set and will be a quintessential system for the district to use to ensure the goals of the Board are met. The new continuous improvement system will use multiple measures to determine school success. In order to ensure the new continuous improvement system stands the test of time, district leadership feels that it will be important for the Board to eventually adopt this into policy and our district actively communicates the new system to all stakeholders across the community. The Madera Unified District System Design Partnership (DSDP) offers us a golden opportunity to recreate our district from the ground up. The state of the current student achievement outcomes and DSDP work has shaped our future goals outlined in this LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2020-2021

General Information

A description of the LEA, its schools, and its students.

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 approximately 2,500 employees. Madera Unified comprises 29 schools. Currently, there are 18 elementary schools, four middle schools, two alternative high schools, three comprehensive high schools, one community day school, and one adult school. Our district welcomes a brand new middle school called Madera Technical Exploration Center. This highly innovative multidisciplinary, hands-on career focused middle school for 8th grade students boasts facilities and equipment which would rival any college or university. Madera Technical Exploration Center was partially funded through the passage of bond Measure M.

Our district also welcomes Matilda Torres High School, Madera Unified's third comprehensive high school. Matilda Torres is easily one of the most spectacular high school facilities in the state of California and maybe even the country. Matilda Torres welcomed 9th and 10th grade students for the opening 2020-21 school year. The high school will eventually house over 2,000 students. Matilda Torres High was partially funded through the passage of bond Measure Measure G.

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



Madera Unified Community Compact

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

MUSD Governing Board of Trustees' Goals

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

Our Vision

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

Our Mission

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

Our Belief Statement

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

Our Creed

WE BELIEVE in...

- ★ Strong relationships between students, staff, parents and our community
- ★ Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery
- ★ Collaboratively planned relevant, challenging, and creative lessons
- ★ Intrinsic motivation through curiosity, creativity, and choice

- ★ Intentionally engaging classrooms and active learning
- ★ Strong civic engagement through service learning
- ★ The highest student achievement in all areas
- ★ An orderly learning environment with dynamic school cultures
- ★ A financially sound & effective organization

Our Core Values

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

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



MUSD Board Approved: 3-26-19

In March of 2019, the Madera Unified School Board adopted two guiding documents: The Community Compact and Student Champion. Both decisions serve as a foundation for the vision we have for student achievement across the district. The Board developed three goals for our district: Clarity and Consistency, Changing Perceptions and Mindsets of Staff and Community, and Excellence in All Things. To meet the bold vision, Madera Unified partnered with the National Center of Education and the Economy (NCEE), an organization established to research the world's best educational systems and to provide states and districts with tools to elevate their craft and to become world-class institutions. NCEE developed the National Institute for School Leaders (NISL) which is a high-quality Executive Development Program (EDP) meant for school and district leadership. Madera Unified school site and district leadership have completed the 12-session program of over 144 hours of instruction. Leaders who have completed NISL EDP can receive credits toward a Doctoral Degree in Educational Leadership. The EDP is the largest and most effective executive development program for school leaders across the United States. It is the only executive leadership program fully recognized by both the RAND Corporation and the American Institute of Research.

Complementing the district's major investment in EDP, beginning in the fall of 2020, Madera Unified teachers at Jefferson Middle school completed the NISL program called Teaching for Effective Learning (TEL). Teachers received three full-day sessions of coursework, meticulously going through content based on how people learn. Both EDP and TEL programs are

high-quality professional development processes that were created to help provide leadership, support, and capacity building to school leaders and teachers.

Through the NISL programs, leaders learned about the nine building blocks that all high-performing educational systems have.

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

To dramatically improve student achievement across the district, Madera Unified worked with NCEE to craft a district redesign focused on developing a high-performing educational system. The district redesign, also called District System Design Partnership (DSDP), is a district-wide endeavor involving a wide array of community stakeholders and partners. Members of the redesign committee included many stakeholders, including site leaders, teachers, union leadership, district leaders, Trustees, and leaders of community-based organizations.

The ambitious project was broken into the following two phases. The first phase, called “View Your District Context Through the Lens of Top-Performing Education Systems”, required district leaders to conduct a root cause analysis to identify the key elements that drive the district’s results. A process of contextual analysis was interconnected with the research on the highest performing education systems across the globe, which led to the team deciding to focus efforts on NISL Building Blocks 1 to 6. The second phase, entitled “Draft Your District Redesign Plan”, created design teams, each tasked with developing vision statements for each building block, while completing a contextual analysis and theory of action to inform the next strategic action steps.

There is still much work to be done as we carefully redesign the district into a high-performance educational system, but substantial progress has already been made, and MUSD Trustees are committed to completing the entire process as the lofty goal is, now more than ever, clearly in sight.

Reflections: Successes

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

Unfortunately, we cannot claim as many successes as we had hoped due to COVID-19. A number of indicators on the California School Dashboard return results from the 2018-19 school year. However, one area worth noting is the graduation rate increase for Madera Unified. The district graduation rate was 90% during the 2018-19 school year based on the results returned on the California Dashboard. The 2019-20 graduate rate was 92%, representing a 2% year over year increase. Furthermore, Madera South boasts a 97% graduation rate, its highest graduation rate since the inception of the school site. The increase in graduation rate was done while also maintaining the percentage of students who have met the A-G graduation requirements. 36% of graduates during both the 2018-19 and 2019-20 school year graduated meeting their A-G requirements.

Other successes included, in goal 1: The district was able to upgrade and modernize technology with additional work done to provide internet access for the 2021-22 school year and beyond.

Arts, Music and Athletics were expanded; and there was an expansion of the DLI program during the COVID-19 school year. In goal 2: The district increased collaborative time for teachers in their PLC's, and two more cohorts of district leaders were trained in NISL; additionally the Madera Learning System launched. In goal 3: The district was able to offer meals to all families during the COVID-19 pandemic and when students returned to schools, the food services team were able to offer dual modalities of food for students; also the school safety anonymous reporting system was implemented. In goal 4: Adult Education was expanded; and there was an expansion of interpretation and translation services due to the district's commitment to keep families and the community informed during distance learning and throughout the school year.

While the long-term success of the LCP is still being recognized, some short-term successes include: Safety protocols-the "Preparing to Educate" protocols were implemented to improve safety in schools, including a weekly student care call check-in system early in the pandemic. Secondary teachers developed the ability to provide simultaneous instruction-District was able to provide technology to support simultaneous instruction. The district found working in distance learning students built up executive functioning skills such as time management, self-monitoring. 90% of students completed the winter NWEA local assessments in reading and math via distance learning. The Parent Resource Centers were able to serve the community through pandemic while learning how to meaningfully involve parents in a virtual environment. Finally, Madera Unified school site staff completed over 3,000 home visits to students in need from March 2020 to March 2021.

Reflections: Identified Need

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

The most recent indicators returned on the California Dashboard is as of 2019. We need to make improvements to the following indicators based on these historical results:

- Math Indicator - Orange Rating (74.7 points below standard)
 - African American - Red Rating (107.2 points below standard)
- College/Career - Yellow Rating (38.1% prepared)
 - Students with Disabilities - Red Rating (4.8% prepared)
- Chronic Absenteeism - Orange Rating (10.3% chronically absent)
 - African American - Red Rating (22.1% chronically absent)
 - American Indian - Red Rating (29.3% chronically absent)
- Suspension Rate - Yellow Rating (6.5% suspended at least once)
 - American Indian - Red Rating (9.3% suspended at least once)
 - Foster Youth - Red Rating (16.5% suspended at least once)
 - Homeless - Red Rating (8.8% suspended at least once)

After analyzing the Math results in more detail, you will notice that we see a significant dip in Math results grades 5th, 7th, 8th and 11th grade. For this reason, major efforts have been made to overhaul the secondary math courses. 9th grade students now take Integrated Math 1 versus taking Algebra I.

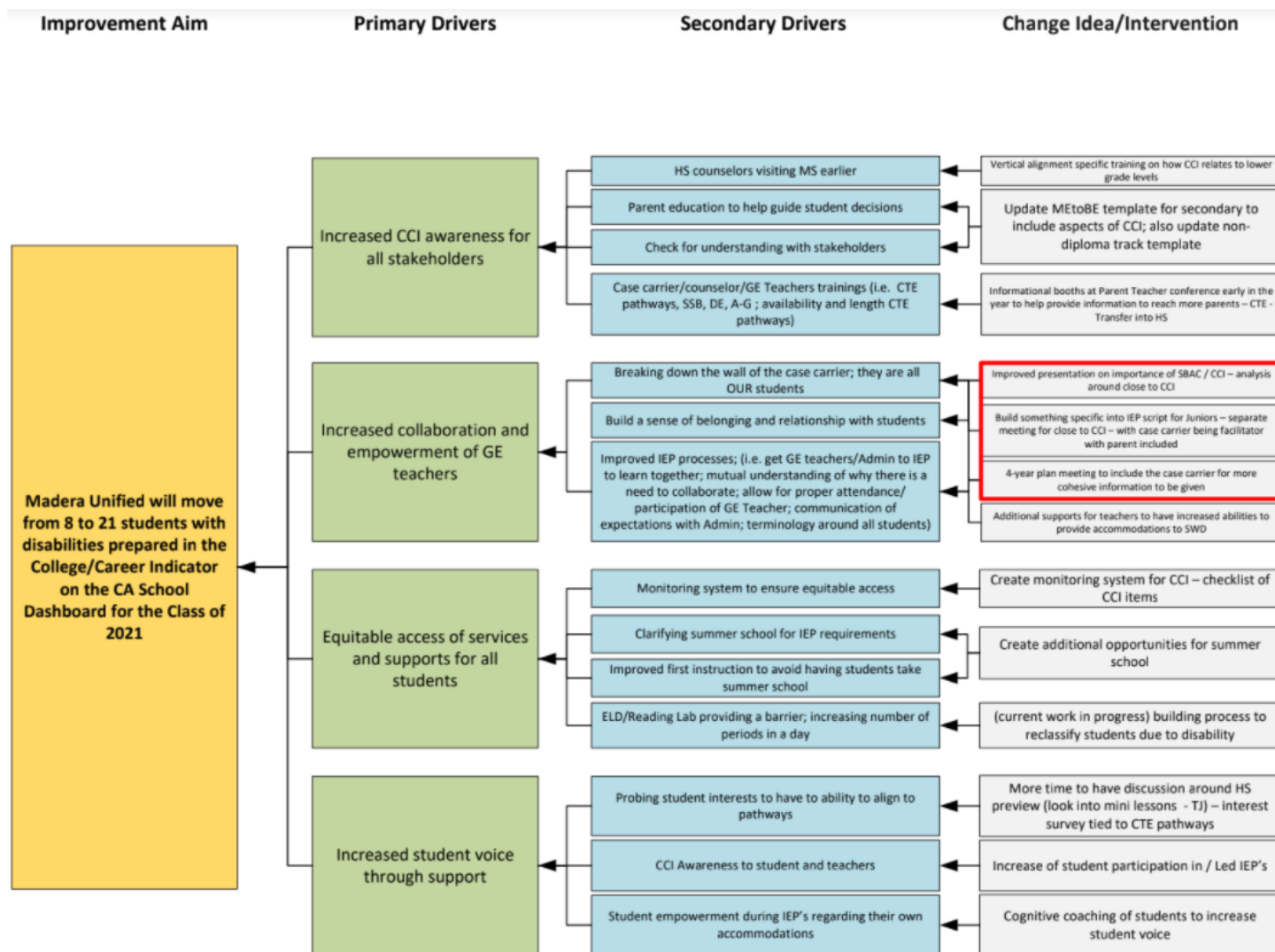
Chronic Absenteeism rate is higher among our TK, Kindergarten and secondary students. More specifically students in grades 10, 11 & 12. Making improvements to the attendance rate has been more difficult due to the adverse impact COVID-19 has had on student engagement and achievement. We plan to improve chronic absenteeism of students by

making significant improvements to student first instruction. Students who are highly engaged through quality instruction will see improvements to their daily attendance thereby reducing the number of students chronically absent.

Other areas of identified needs include: The district's research indicates a need for additional preparation and planning time to support EL in ELA proficiency. Further work is needed to provide measurable outcome guidelines LEA wide for instructional strategies for struggling students. Teachers need additional PD and coaching for support using technology to provide instruction. If distance learning was to return in a widespread format additional resources would be needed to assist in student technology issues-devices not working, student internet issues and student disengagement.

The district has and will continue to work on long-standing identified needs that include the number and percentage of students who have D's and F's, decreases in student engagement-attendance and NWEA local assessments demonstrating the full academic capabilities of our students.

For the College/Career and Suspension Rate indicators, the steps taken were addressed through Differentiated Assistance (DA) for College/Career and Comprehensive Support and Improvement (CSI) as required by Every Student Succeeds Act, more detailed information on the CSI work can be found starting on page 59. The following driver diagram was created in exploration of the students with disabilities and the college/career indicator.

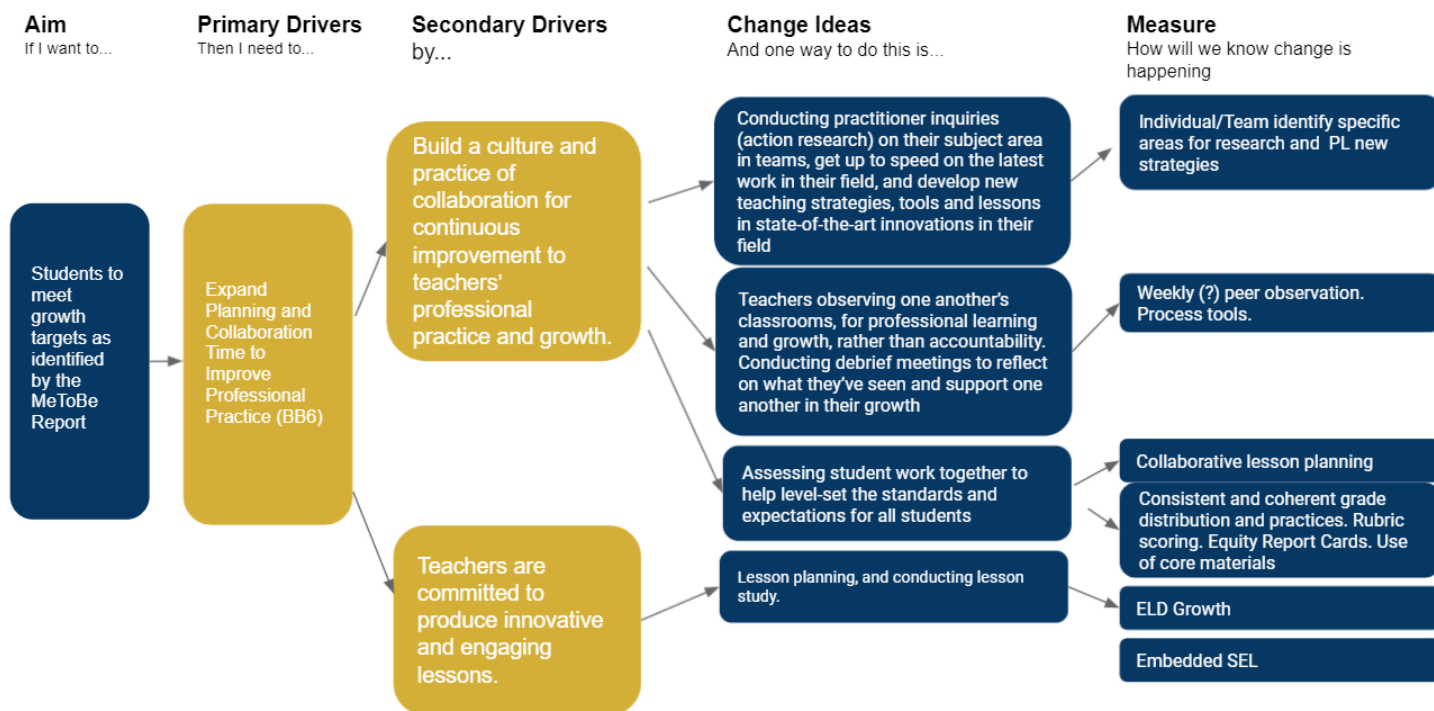


Madera Unified utilizes improvement science protocols to accelerate growth in areas of high priority. These are the following two indicators that will receive focused attention during the 2021 - 2022 school year:

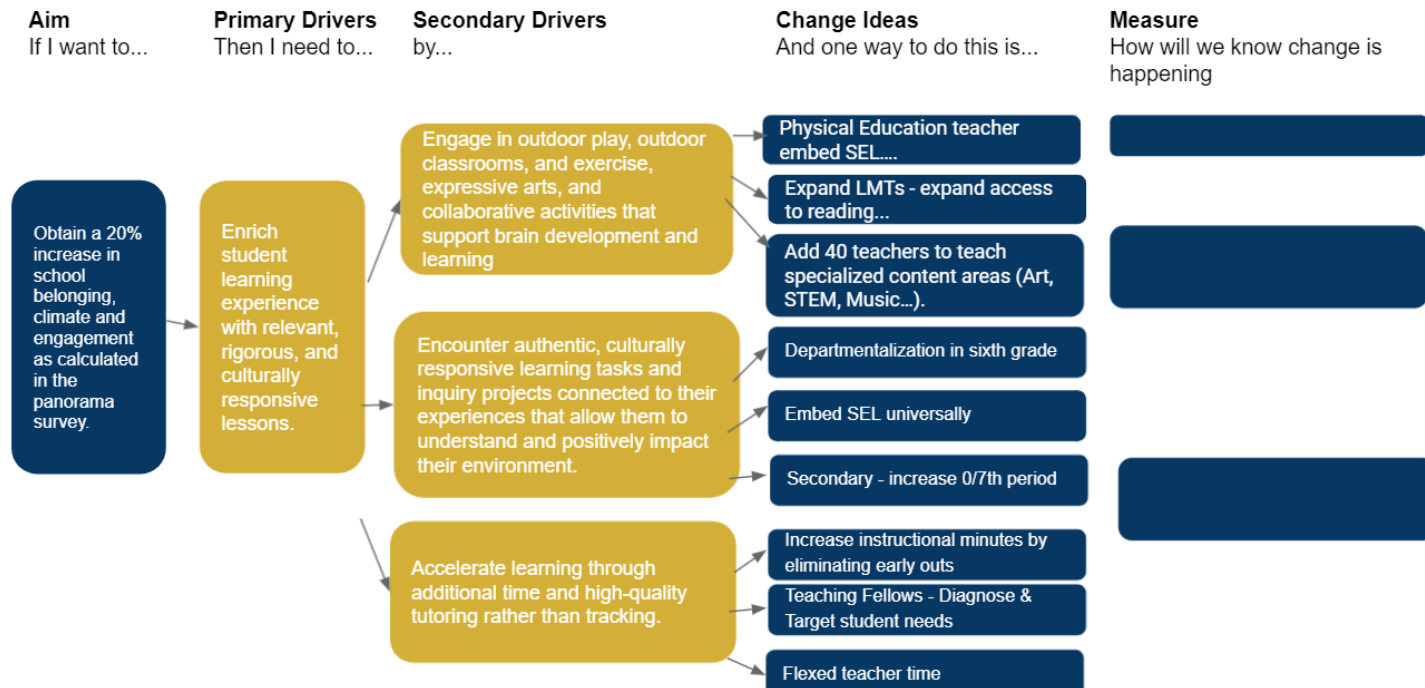
- % of students meeting their MEtoBE NWEA growth target
- Obtain a 20% increase in school belonging, climate and engagement as calculated in the panorama survey.

The Superintendent's Executive Cabinet created the driver diagrams below. The driver diagram is a tool for developing a hypothesis that can be tested.

Problem Statement: Planning and Collaboration Time - Teachers need sufficient time to grow professionally and plan instruction to ensure each student's growth.



Problem Statement: Student Learning Experience - Students have gone through unprecedented challenges due to COVID-19 school closures. Prior to school closures, only 48% of students responded favorably to questions related to school engagement, 57% school climate and 61% school belonging.



LCAP Highlights

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

In March of 2019, the Madera Unified School Board adopted two guiding documents: The Community Compact and Student Champion. Both decisions serve as a foundation for the vision we have for student achievement across the district. The Board developed three goals for our district: Clarity and Consistency, Changing Perceptions and Mindsets of Staff and Community, and Excellence in All Things. To meet the bold vision, Madera Unified partnered with the National Center of Education and the Economy (NCEE), an organization established to research the world's best educational systems and to provide states and districts with tools to elevate their craft and to become world-class institutions. NCEE developed the National Institute for School Leaders (NISL) which is a high-quality Executive Development Program (EDP) meant for school and district leadership. Madera Unified school site and district leadership have completed the 12-session program of over 144 hours of instruction. Leaders who have completed NISL EDP can receive credits toward a Doctoral Degree in Educational Leadership. The EDP is the largest and most effective executive development program for school leaders across the United States. It is the only executive leadership program fully recognized by both the RAND Corporation and the American Institute of Research.

Complementing the district's major investment in EDP, beginning in the fall of 2020, Madera Unified teachers at Jefferson Middle school completed the NISL program called Teaching for Effective Learning (TEL). Teachers received three full-day sessions of coursework, meticulously going through content based on how people learn. Both EDP and TEL programs are high-quality professional development processes that were created to help provide leadership, support, and capacity building to school leaders and teachers.

Through the NISL programs, leaders learned about the nine building blocks that all high-performing educational systems have.

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

To dramatically improve student achievement across the district, Madera Unified worked with NCEE to craft a district redesign focused on developing a high-performing educational system. The district redesign, also called District System Design Partnership (DSDP), is a district-wide endeavor involving a wide array of community stakeholders and partners. Members of the redesign committee included many stakeholders, including site leaders, teachers, union leadership, district leaders, Trustees, and leaders of community-based organizations.

The ambitious project was broken into the following two phases. The first phase, called "View Your District Context Through the Lens of Top-Performing Education Systems", required district leaders to conduct a root cause analysis to identify the key elements that drive the district's results. A process of contextual analysis was interconnected with the research on the highest performing education systems across the globe, which led to the team deciding to focus efforts on NISL Building Blocks 1 to 6. We have reworded the NISL Building Blocks 1 to 6 and as our LCAP Goals 1 -6. The 2021 LCAP has been reorganized and is made up of the following goals:

- Goal 1 - Provide early supports for children and their families before beginning school
- Goal 2 - Demonstrate equity before equality providing resources based on student needs
- Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- Goal 4 - Career Pathway Program Clear gateways with no dead ends

- Goal 5 - Recruit and Retain Highly qualified teachers all students deserve great teachers
- Goal 6 - Incentives & support to continuously improve performance

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Madera Unified is utilizing methods from Improvement Science to support the schools identified for CSI. The school principals of all of the sites identified an improvement team to study data around the reasons they were identified for CSI before completing a root cause analysis to identify root causes and the contributing factors of those identified root causes. Subsequently, the school sites were also walked through a process to select the highest priority root cause and a driver diagram exercise was completed to land on a change idea. Change ideas have been created and future meetings will be scheduled to evaluate change ideas from data collected to monitor and evaluate effectiveness. Change(s) to the change idea can and will be made if data does not support the original change idea is improving student outcomes.

Past Meeting Dates by Site:

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

Narrative:

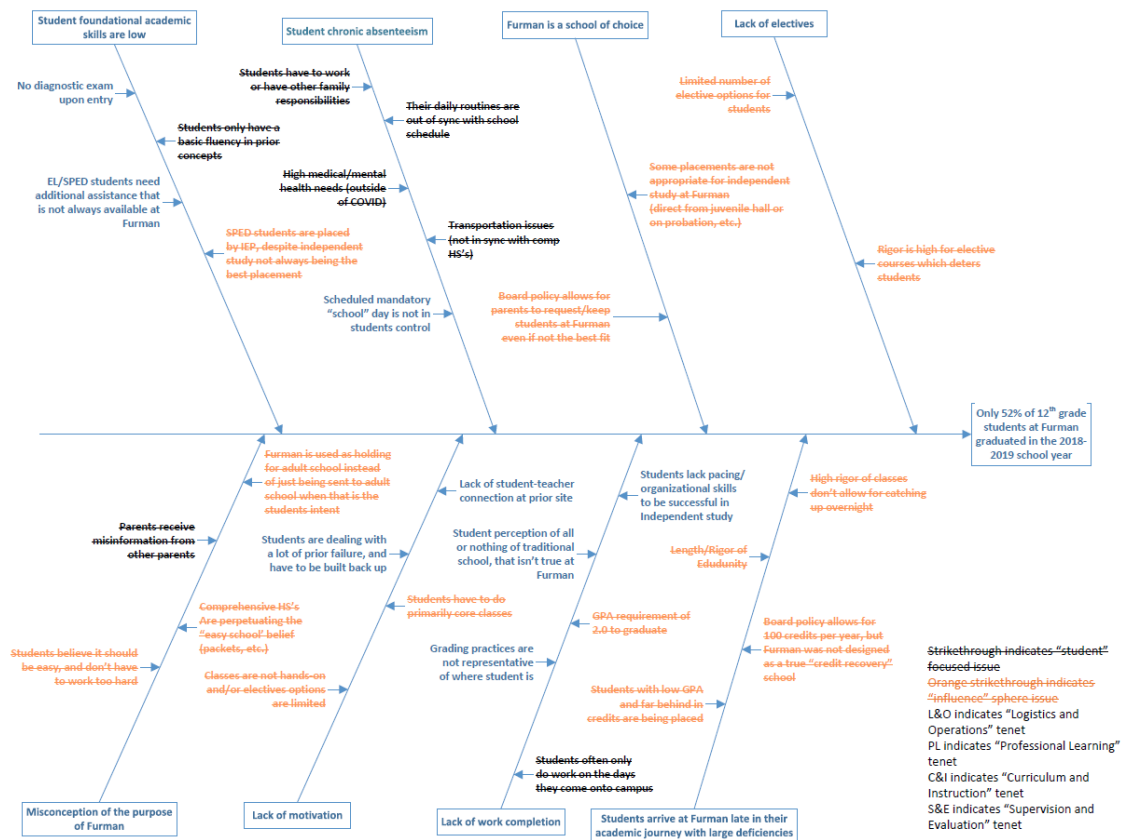
Furman High School was chosen for CSI due to low graduation rate in the 2018-2019 school year. As a staff they wrestled with the fact that they are a school of choice but the also acknowledged there was more in their locus of control. After going through the fishbone process, they narrowed in on student motivation and foundational skills as areas that could be improved and they have significant influence over. Future meetings are planned to work on the driver diagram and settle in on a change idea.

Mountain Vista High School was chosen for CSI due for low graduation rate in the 2017-2018 school year. Together the team talked through many items that were contributing to the low graduation rate. As they got further along into the process they found many of those contributing factors were outside their sphere of influence which ultimately had them land on the lack of course completion as the highest priority root cause to focus their time on. Through the driver diagram they came to the conclusion that they needed to increase student engagement and increase intentionality in interventions. For their change idea they chose to use PLC time to further develop implementation of tier 1 supports for all learners using engagement strategies with consistent formative assessments and routine student feedback.

King Middle School was chosen for CSI for high suspension rate in the 2018-2019 school year. The fishbone process was quite lengthy as the team brought a lot of root causes and contributing factors to the table as suspensions are a complex matter. Future meetings are planned to work on the highest priority root cause and driver diagram so that a change idea can be selected and implemented.

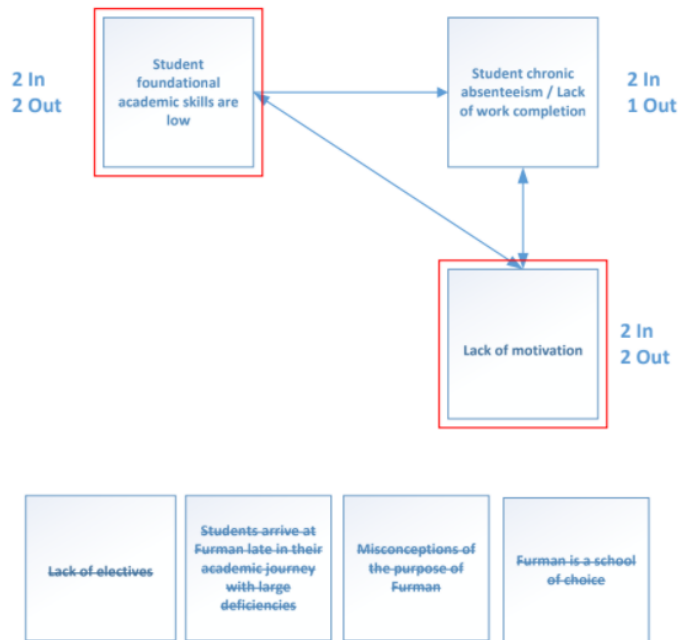
Jefferson Middle School was chosen for CSI for high suspension rate in the 2017-2018 school year. The fishbone process revealed that the team had a lot of impact in quite a few areas. This led to the highest priority root cause exercise to be very dynamic but in the end the team landed on classroom management as the highest priority root cause. Through the driver diagram process the team walked through various areas that would improve classroom management but ultimately narrowed in on providing time to build community in the classroom which led to the selection of the change idea of focusing on additional intentionality in PLC's for academics and behavior by committing to studying best practices, creating engaging lesson plans and examining behavioral data in PLC's.

Duane E. Furman High School Fishbone:

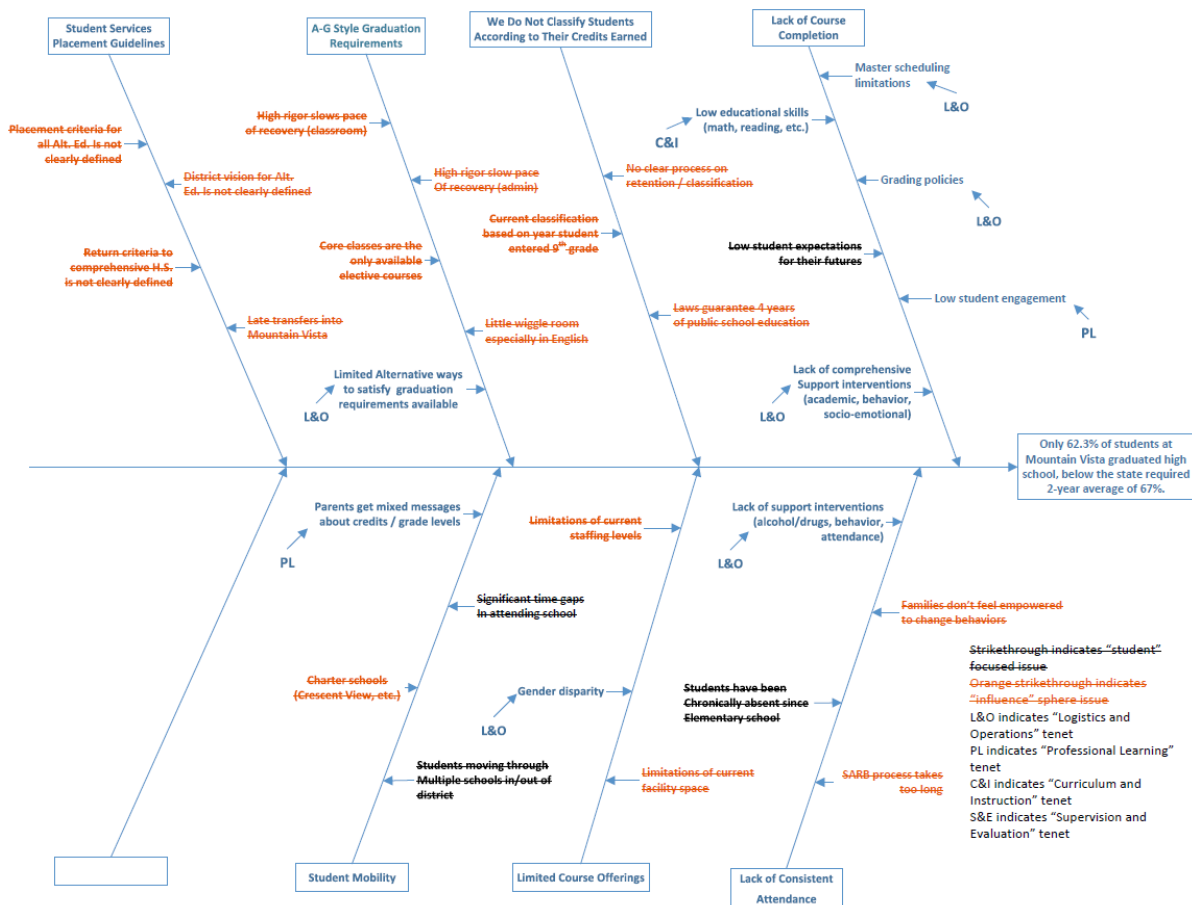


Duane E. Furman High School Highest Priority Root Cause:

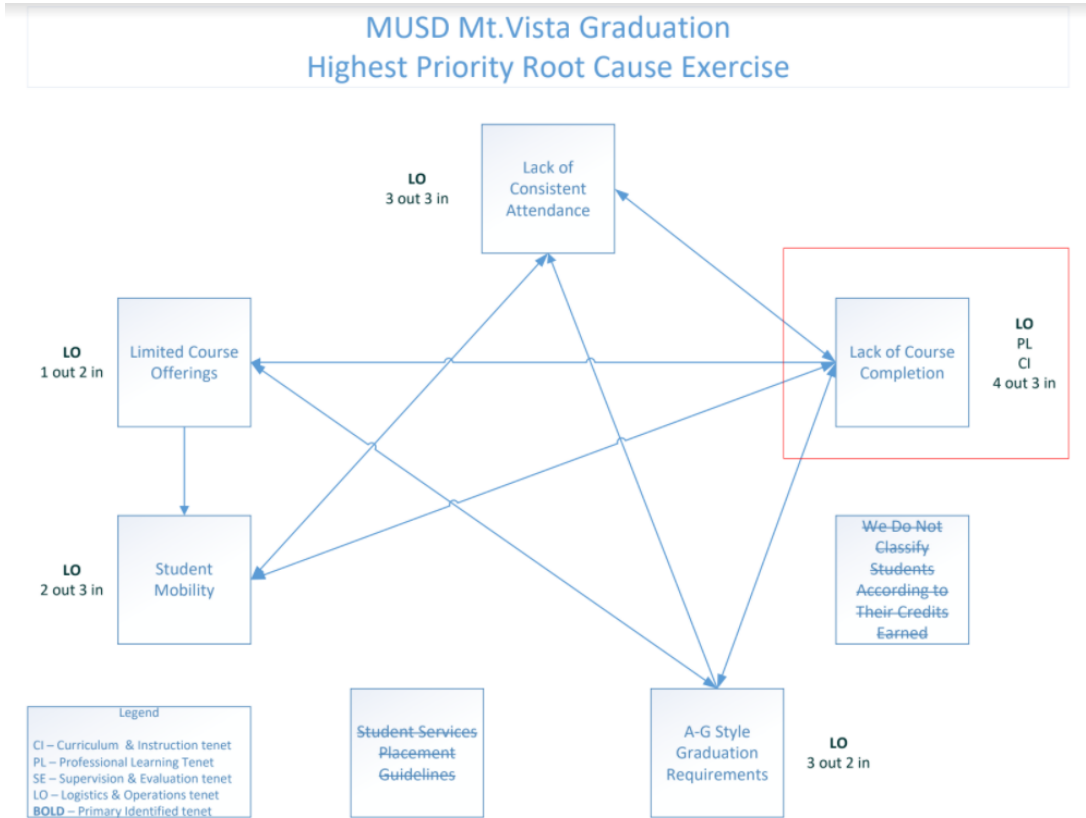
Furman High School Highest Priority Root Cause Exercise



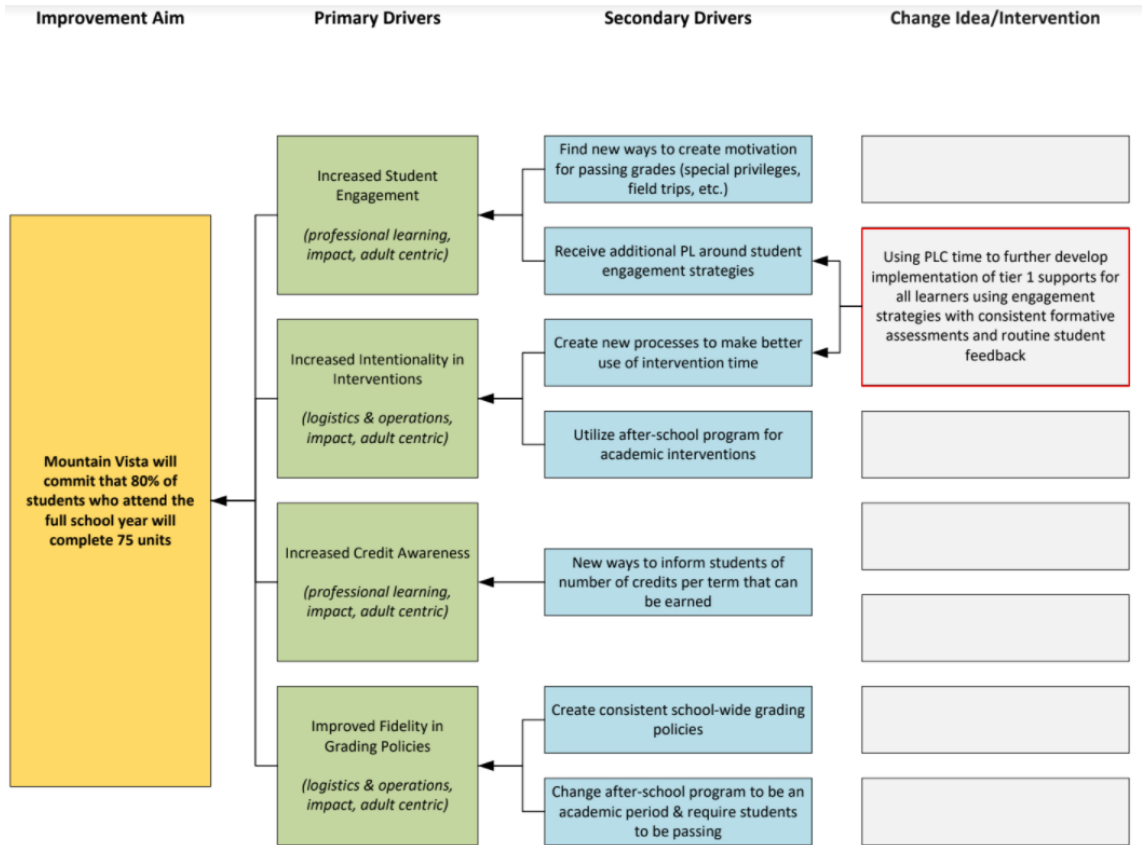
Mountain Vista High School Fishbone:



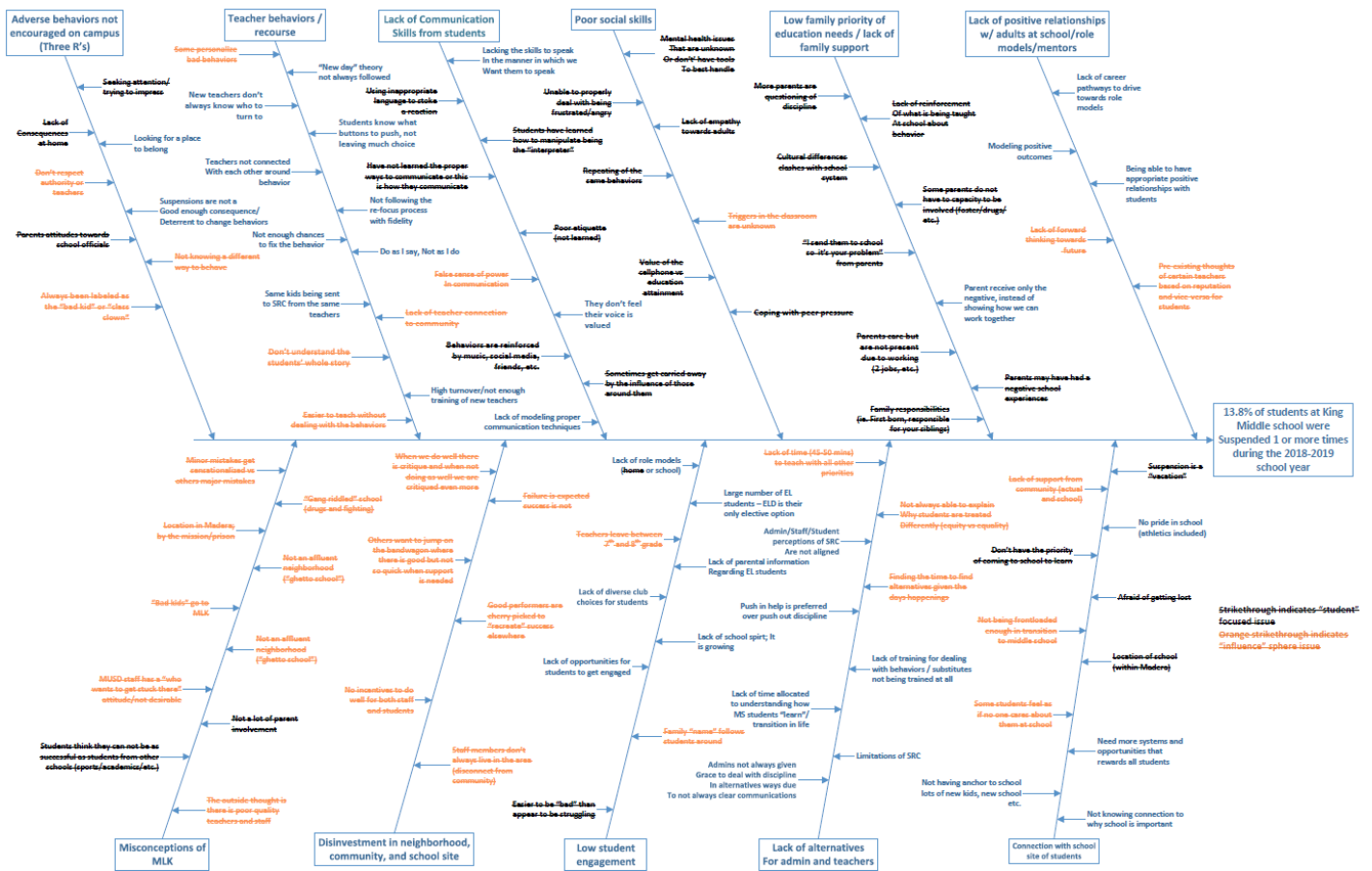
Mountain Vista High School Highest Priority Root Cause:



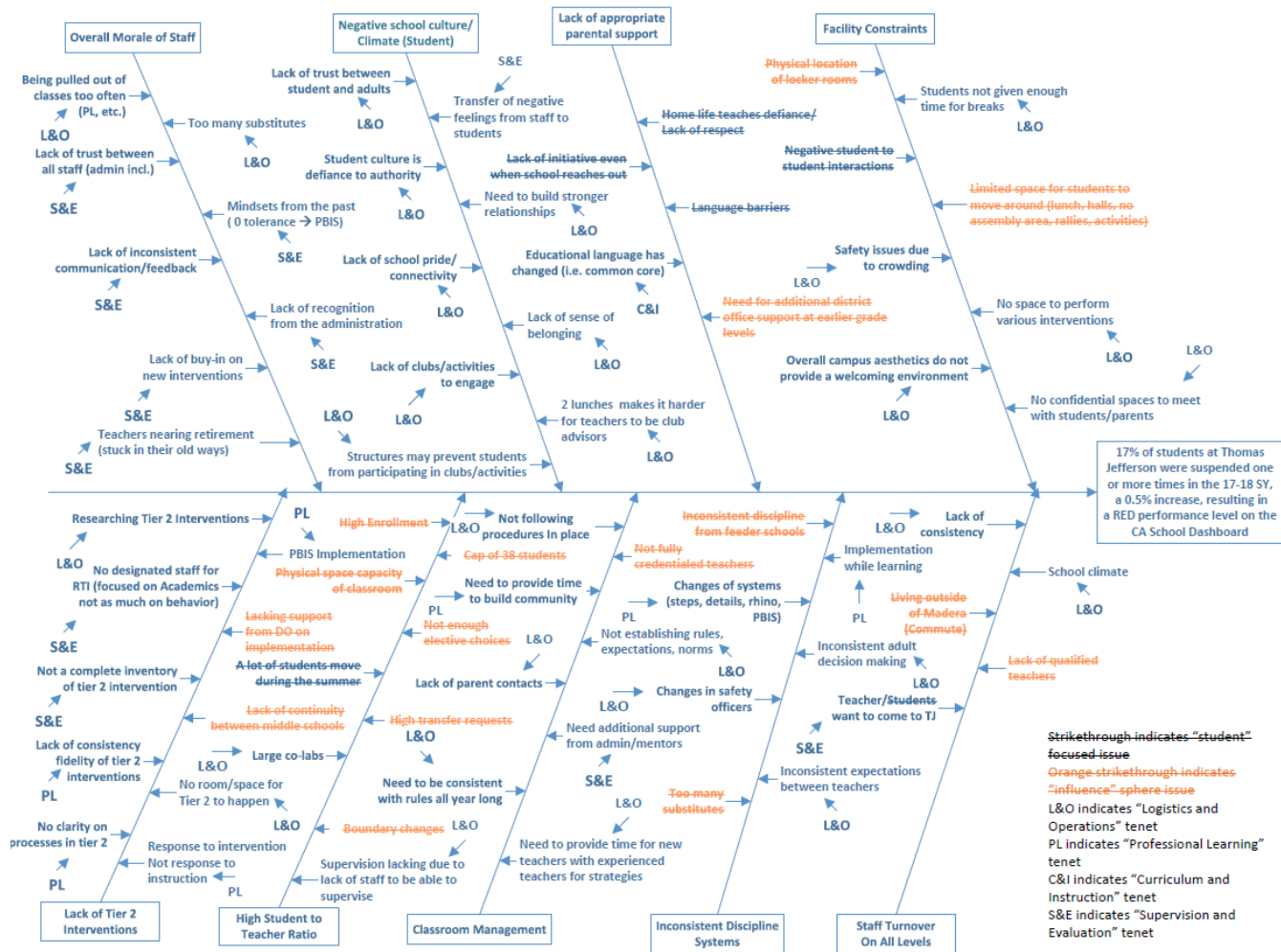
Mountain Vista High School Driver Diagram:



Martin Luther King, Jr. Middle School Fishbone:

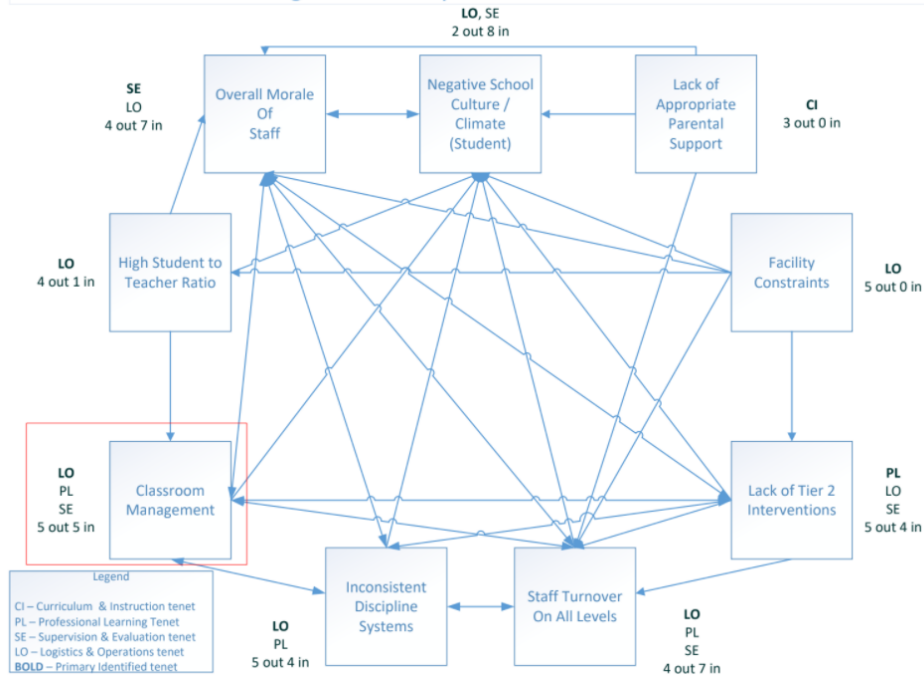


Thomas Jefferson Middle School Fishbone:

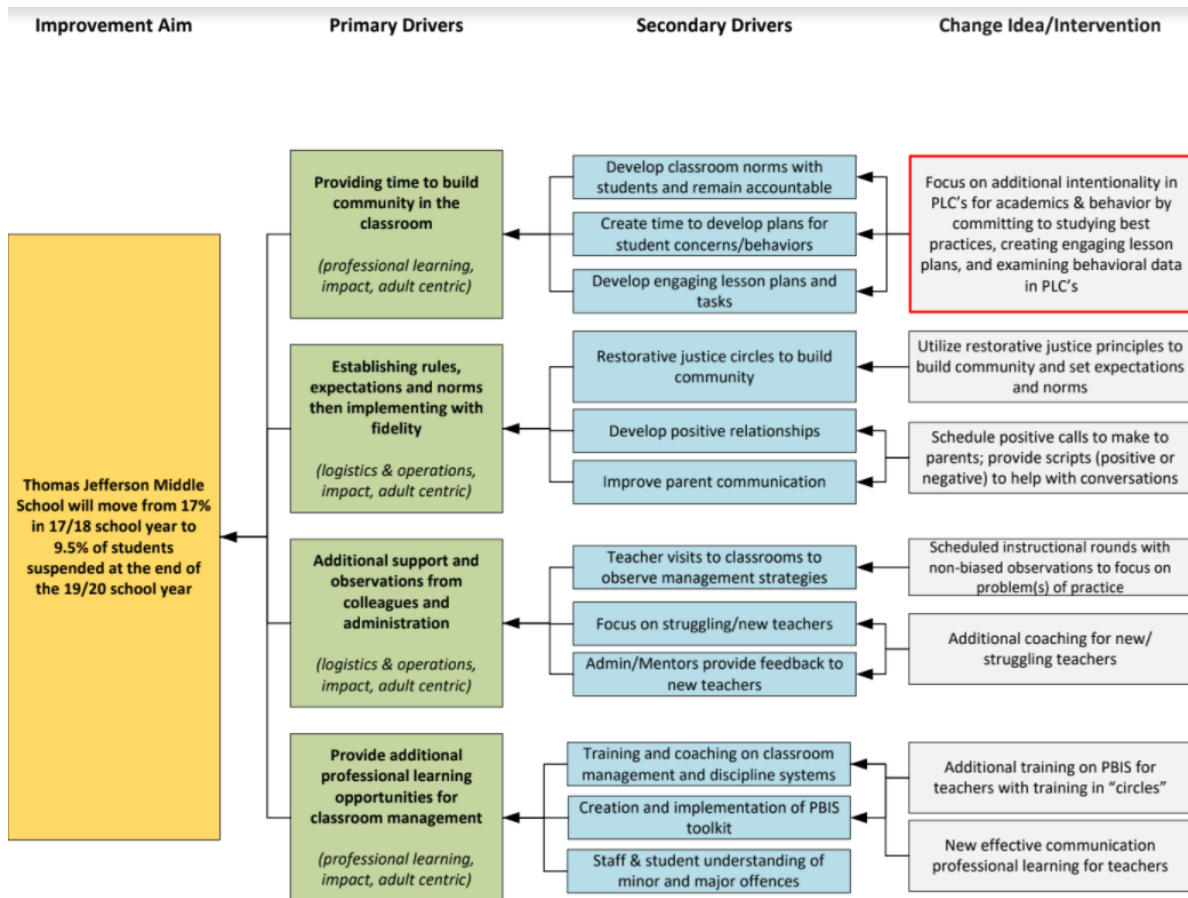


Thomas Jefferson Middle School Highest Priority Root Cause:

MUSD TJ Suspensions Highest Priority Root Cause Exercise



Thomas Jefferson Middle School Driver Diagram:



Monitoring and Evaluating Effectiveness

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

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

{Update Section}: Pending

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Madera Unified held community engagement meetings with the following stakeholder groups between the months of July 2020 to May 2021 :

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

National Institute for School Leadership (NISL) & District Systems Design Partnership (DSDP): Madera Unified partnered with the National Institute for School Leadership (NISL) to create a District Systems Design Partnership (DSDP) team. The DSDP team was composed of community leaders, board members, district office staff, site administrators, labor partners, parents, and teachers.

Stakeholder Group Name	Attendees	Meeting Dates
DSDP Sessions	Staff, parents community members	8/22/19 9/25 & 9/26/19 10/16 & 10/17/19 11/14 & 11/15/19 12/16 & 12/17/19 1/31/20 2/28/20 5/7/20
DSDP Special Board Meeting	Board, Superintendent, NCEE Staff, staff, parents community members - average of 30 people per meeting	12/8/20 1/29/21 2/18/21 2/26/21

Student Voice Meetings with the Superintendent: Meetings are held at 3:30 p.m. via Zoom. The Student Trustee is responsible for recruiting members for the Student Voice Meetings and for putting an agenda together. The Student board member takes notes of the meeting. The office of the Superintendent will provide a Zoom link to the Student Trustee in a calendar invite which he/she is to share only with the members of the Student Voice for their school site. Stakeholder groups were divided by the different high schools, Madera High, Madera South High, Torres High, and the alternative high schools.

Stakeholder Group	Attendees	Meeting Dates
Madera High School - Student Voice Meeting with Superintendent	Average four students per school site and three adults	10/26/20 11/30/20

		1/25/21 3/1/21 4/12/21 5/2/21
Madera South High School - Student Voice Meeting with Superintendent	Average four students per school site and three adults	11/2/20 12/7/20 2/1/21 3/8/21 4/19/21 5/10/21
Torres High School - Student Voice Meeting with Superintendent	Average four students per school site and three adults	11/9/20 12/8/20 2/16/21 3/15/21 4/20/21 5/17/21
Alternative Education - Student Voice Meeting with Superintendent	Average four students per school site and three adults	11/16/20 12/14/20 2/22/21 3/22/21 4/26/21 5/24/21

Virtual LCAP Community Meetings: Due to the COVID-19 pandemic, LCAP community meetings were held virtually using the Zoom platform with parents, students, staff, and community members to obtain their feedback. From February 2021 to March 2021, a total of three LCAP community meetings were held in the evening to allow for more time to obtain feedback. The table below provides the date, location, and the number of attendees for each meeting:

Date	Meeting/Location	Stakeholder Group	Total # of Attendees
2/16/21	LCAP Community Webinar - Zoom Video Conferencing	Parents, students, staff, community members	110
3/2/21	LCAP Community Webinar - Zoom Video Conferencing	Parents, students, staff, community members	60
3/16/21	LCAP Community Webinar - Zoom Video Conferencing	Parents, students, staff, community members	56
Total			226

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

Date	Meeting/Location	Stakeholder Group	Total # of Attendees
10/14/20	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	12
11/4/20	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	15
12/16/20	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	14
2/24/21	PAC Meeting	Parents, staff, community members	16

3/1/21	DELAC Meeting	Parents and staff	16
3/24/21	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	16
4/14/21	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	18
5/12/21	PAC Meeting - Zoom Video Conferencing	Parents, staff, community members	17
Total			124

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

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

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

A summary of the feedback provided by specific stakeholder groups.

Madera Unified partnered with the National Institute for School Leadership (NISL) to create a District Systems Design Partnership (DSDP) team. The DSDP team was composed of community leaders, board members, district office staff, site administrators, labor partners, parents, and teachers.

The DSDP team used the 9 Building Blocks for a world-class education system. Of the nine building blocks, the DSDP team chose to focus on the first six building blocks and make those a priority in order to improve district outcomes.

6 Building Blocks

1. Provide strong supports for children and their families before students arrive at school
2. Provide more resources for at-risk students than for others
3. Develop world-class, highly coherent instructional systems
4. Create clear gateways for students through the system, set to global standards, with no dead ends
5. Assure an abundant supply of highly qualified teachers
6. Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students

Madera Unified then introduced the 6 Building Blocks during the LCAP Community Webinars and during other committee meetings and requested feedback on making them goals. Part of the feedback included having stakeholders give recommendations on how the schools can meet those goals. The PAC and DELAC presented their written recommendations to the board and superintendent during a board meeting for written response.

Stakeholder Group	1st Choice - Which of the 6 Building Blocks do you find most important?	What do you think schools can do to meet this goal?
Parent Advisory Committee (PAC)	Building Block 1 & 2 tied as the number one choice.	Building Block 1 - Provide strong supports for children and their families before students arrive at school <ul style="list-style-type: none"> • Work with parents prior to students entering school working with

	<p>Building Block 1: Provide strong supports for children and their families before students arrive at school</p> <p>Building Block 2 - Provide more resources for at-risk students than for others</p>	<p>community agencies</p> <ul style="list-style-type: none"> Invest in the CAL-SAFE and Preschool Program tremendously Development of teachers and parents to better understand what is being taught and how parents are important in their children's ed <p>Building Block 2 - Provide more resources for at-risk students than for others</p> <ul style="list-style-type: none"> Provide specific training for working with at-risk students and how best to meet their needs in the areas in which they are struggling. Increase the number of students able to participate in the afterschool program. Something they can do is recognize the students who need more help earlier, could be taken by using test or just the teacher noticing the students' lack of knowledge Due to COVID-19, we will need to provide training, resources, and support, throughout the next few years to all parents/guardians and students in order to address the varying and high social-emotional needs of all students. This needs to be a focus just as much as academics, if not, more...
District English Learner Advisory Committee (DELAC)	<p>Building Block 1, 2 & 3 tied as the number one choice.</p> <p>Building Block 1: Provide strong supports for children and their families before students arrive at school</p> <p>Building Block 2 - Provide more resources for at-risk students than for others</p> <p>Building Block 3 - Develop world-class, highly coherent instructional systems</p>	<p>Building Block 1: Provide strong supports for children and their families before students arrive at school</p> <ul style="list-style-type: none"> Work better with parents before child comes to school for health, education, and daycare resources Provide the needed resources and supports to students and families at the elementary levels. An area of focus will be Socio-emotional supports. Create a robust preschool program and support for teachers at those early grades. Invest in our youngest children's children, so that when they come to the school system they are ready to learn. Addressing basic needs, so that students are able to focus on the school work. <p>Building Block 2 - Provide more resources for at-risk students than for others</p> <ul style="list-style-type: none"> I think schools need to provide more support for the students who need more support. For example math tutors and one on one tutoring. Create small groups of 4 or 5 students and provide 30-minute tutoring before or after class Reduce the number of students in the classrooms <p>Building Block 3 - Develop world-class, highly coherent instructional systems</p> <ul style="list-style-type: none"> Model our instruction to those of the countries that are being successful Set a vision for the school that includes: student-centered approach, refined through continual improvement and assessment, and considered the big picture with the end goal in mind.
LCAP Community Webinar participants (parents, students, staff, community members)	<p>Building Block 1: Provide strong supports for children and their families before students arrive at school</p>	<ul style="list-style-type: none"> Professional Help intervention to start in Kindergarten instead of waiting until 2nd grade. When intervention is in place by age 6 30 minutes a day of intervention is needed to start closing the gap. By the time a student is in 2nd grade it takes 2 hours of intervention a day to start closing the gap. That also includes catching dyslexia at a young age. I think MUSD needs to address a better strategy for children who are pending an Initial IEP and are not receiving services through the District. My concern pertains to children with disabilities or developmental delays who have aged out from Early Intervention IDEA Part C and are pending evaluations for IDEA Part B. Many of these children are at risk with a disability/ developmental delay and are losing valuable instructional time in their overall development milestones as a result. Another concern is what is the District addressing to work with other community programs or within their district for child find.
MUTA Feedback Survey	<p>Building Block 6: Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance</p>	<ul style="list-style-type: none"> Treat us like professionals by giving us time for planning and collaboration. Bring PLC to us and pay us to attend if it's not during our work day. Stop expecting us to spend numerous hours of unpaid time doing our job. Listen to us and don't decide what is best for students without teacher input. Find a way to build in time for us to do the paperwork and phone calling we need to do during the school week. I felt most respected

	of their students	<p>by our Wednesday time during the pandemic. Don't focus on the few teachers who won't use it well. Mentor them and let the rest of us get down to business.</p> <ul style="list-style-type: none"> One way to support teachers would be to offer more professional development training that is catered to each teacher's individual areas of need as opposed to a one-size fits all approach to training. Also, encourage and reward teachers who seek out their own professional development. Time during work hours/school year for PD; teacher-selected PD, SEL PD, full planning days
CSEA Feedback Survey	<p>Building Block1, 3, & 5 tied as the number one choice.</p> <p>1. Provide strong supports for children and their families before students arrive at school</p> <p>3. Develop world-class, highly coherent instructional systems</p> <p>5. Assure an abundant supply of highly qualified teachers</p>	<ul style="list-style-type: none"> Test. Provide continued support for our students - emotional, educational, etc.

Feedback from Student Voice Meetings with the Superintendent - Students express the need to help make school a better and safer place for students. They want their voices to be heard so that they can make changes to better their learning environment.

Student Group	Themes
Madera High School - Student Voice Meeting with Superintendent	<ul style="list-style-type: none"> Initiative to create a Student Bill of Rights document written by and for students Graduation planning in the midst of the pandemic Focus on improving school environment Implementation of a Hate Speech Policy to include investigation of hate related complaints at school
Madera South High School - Student Voice Meeting with Superintendent	<ul style="list-style-type: none"> Graduation Student Bill of Rights
Torres High School - Student Voice Meeting with Superintendent	<ul style="list-style-type: none"> Feedback on Administrative Regulation AR 5145.9 - School Site Protective Measures Student discussions regarding school environment and teacher relationships
Alternative Education - Student Voice Meeting with Superintendent	<ul style="list-style-type: none"> Student Bill of Rights Graduation Reopening of schools

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Parent Advisory Committee, District English Learner Advisory Committee and LCAP Webinar attendees all stated they would like to see our district prioritize Building Blocks 1 and 2. Moreover, the district system design partnership members developed vision statements and action plans connected to Building Blocks 1-6. We have reworded the NISL Building Blocks 1 to 6 and as our LCAP Goals 1 -6. The 2021 LCAP has been reorganized and is made up of the following goals:

- Goal 1 - Provide early supports for children and their families before beginning school
- Goal 2 - Demonstrate equity before equality providing resources based on student needs
- Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- Goal 4 - Career Pathway Program Clear gateways with no dead ends

- Goal 5 - Recruit and Retain Highly qualified teachers all students deserve great teachers
- Goal 6 - Incentives & support to continuously improve performance

Based on the feedback from stakeholders, Madera Unified plans to make significant investments into Building Block 1 through hiring additional employees as part of core staffing, building capacity in our Preschool teachers to provide high quality instruction to students paying special attention to servicing our students with different needs such as our multilingual emergent students. This will be done through high quality job embedded professional development. Furthermore, we plan to expand and improve our partnerships with community based organizations that provide service to future Madera Unified students.

Additionally, beginning the next school year, we will start the planning phase in the development of a Madera “Lighthouse for Children”. The future Madera “Lighthouse for Children” will be a home of programs, services and training opportunities in support of young children and their families. First 5 Madera County and community partners offer families a learning environment where they feel safe, supported and prioritized. This community building will house a future child development center, a Community Learning Center, conferencing and office space for community agencies providing service to future Madera Unified students.

As part of our core staffing recommendation to provide more resources for at-risk student than for others (Building block 2) for the next school year, we recommend hiring the following positions with plans to expand this implementation based on needs and capacity the following school years:

1 FTE - Coordinator of Physical & Health Education
 1 FTE - Communications Translator and Interpreter
 1 FTE - Coordinator - Special Education
 1 FTE - Office Assistant - Special Education
 3 FTE - Speech & Language Pathologist(s)
 7.6 FTE - Reading Intervention Teacher(s)
 1 FTE - Reading Intervention Teacher
 1.5 FTE - Dual Language Immersion (DLI) RTI Teacher on Special Assignment
 2 FTE - Elementary Resource Support Program (RSP) Teacher for Individual Service Plan (ISP) (Special Education)
 1 FTE - Head Counselor on Special Assignment
 6.6 FTE - Additional Registered Nurse(s) (RNs)
 4 FTE - Psychologist
 1 FTE - Case Manager
 5 FTE - Behavior Clinicians

Goals and Actions

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

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Key:

All - All Students

EL - English Learner

FY - Foster Youth

HY - Homeless Youth

SWD - Students With Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Reading Fluency (K-2nd) (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: EL: FY: HY: SWD: 2021/2022 will be baseline				ALL: EL: FY: HY: SWD: Outcome will be set after 2021-2022 school year
NWEA Mathematics (1st-2nd) (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: EL: FY: HY: SWD: 2021/2022 will be baseline				ALL: EL: FY: HY: SWD: Outcome will be set after 2021-2022 school year
Student Survey Results (3rd-5th) Data Source: Panorama Survey Results	3rd-5th Grade; School Safety - 62%, School Belonging - 61%, School Climate - 57%, School Engagement - 48% in 2018/2019				3rd-5th Grade; School Safety - 70%, School Belonging - 70%, School Climate - 65%, School Engagement - 60% in 2018-2019
DELAC/ELAC/PAC/SSC Attendance Data Source: Internal Attendance Tracking	28.54% of expected attendance of all meetings combined in 2019/2020				95% of expected attendance of all meetings combined

Parent Survey Results Data Source: Panorama Survey Results	School Safety - 61%, School Climate 72% in 2018/2019				School Safety - 75%, School Climate 80%
Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	1,653 parents in 2019/2020				1,800 parents
Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation in 2019/2020				Full Implementation
Preschool Data Source: Student Information System	272 students enrolled 2020-21				519 Students
Desired Results Developmental Profile - 2015 Data Source: DRDP Online	2021/2022 will be baseline				Outcome will be set after 2021-2022 school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Partner with community agencies and promote early childhood development classes at our Parent Resource Centers	Partner with community agencies such as Cal-Safe, State Preschools, Madera County Superintendent of Schools Early Education Program, Migrant Preschool Program, Local Childcare and Development Planning Council, Community Action Partnership of Madera County and other organizations to expand access to high quality preschool programs for future Madera Unified students.	\$1,024,872	N
2	Implementation of Full Day Preschool at La Vina Elementary School	License La Vina State Preschool to provide 15 full day/full year slots for 3 and 4 year old children whose families meet the state income guidelines.	\$224,500	N
3	Recruit and retain highly qualified early childhood education teachers	Conduct a study to compare MUSD compensation (salary) for similarly qualified early childhood education teachers in other districts. If a discrepancy is indicated, work with MUTA and the district to make salary adjustments to allow MUSD to recruit and retain highly qualified early childhood teachers.	\$1,170,305	N
4	Provide play-based learning and standards-aligned curricula	Utilize Frog Street curriculum in MUSD programs serving children 0-5 years old. Frog Street is a comprehensive, research-based curriculum that integrates instruction across developmental domains and early learning disciplines; and aligns with the California Foundations and Curriculum Frameworks.	\$251,754	N
5	Increase instructional minutes for Kindergarten students	Increase instructional minutes for kindergarten students to allow students to receive a full day of instruction.	\$7,137,799	Y
6	Set aside time weekly for teachers collaboration time	Preschool teachers will be provided with the option to take part in weekly collaborative sessions paid on timesheets	\$30,520	N

7	Build a Madera "Lighthouse For Children"	Madera Unified will begin the planning phase to develop a Madera Lighthouse for Children. The Madera Lighthouse will be the home of programs, services and training opportunities in support of young children and their families.	\$200,000	N
8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	Madera Unified will develop and maintain high-quality communications targeting Spanish speaking parents in the community with preschool aged children. The communication and marketing will be used to promote the preschool programming offered to families in the community.	\$10,000	N

Goal Analysis 2021-22

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

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

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Key:

All - All Students

EL - English Learner

FY - Foster Youth

HY - Homeless Youth

SWD - Students With Disabilities

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

Expulsion Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 0.18% EL: 0.19% FY: 0.88% HY: 0.17% SWD: 0.43% in 2019/2020 (Pandemic shortened year)				ALL: 0.10% EL: 0.10% FY: 0.50% HY: 0.10% SWD: 0.25%
Safety and School Connectedness (Pupils) Data Source: Panorama Survey Results	6th-12th School Safety - 52%, School Belonging - 40%, School Climate - 38%, School Engagement - 21% in 2018/2019				6th-12th School Safety - 60%, School Belonging - 50%, School Climate - 50%, School Engagement - 35%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	<p>Develop a professional development plan to support literacy development, using student performance data, effective teaching practices and literacy curriculum for all school leaders.</p> <p>Support and monitor professional learning and ongoing job-embedded supports that teachers need to provide strong literacy instruction for all students.</p> <p>Establish peer observation cycles to share best practices.</p> <p>Provide teachers with a minimum of 50 minutes of preparation and planning time on a daily basis. 15% of the teachers salary</p> <p>15% of a teacher's daily time has been estimated to be used for preparation and planning time.</p>	<p>\$13,236,746</p> <p>\$69,605</p>	<p>Y</p> <p>N</p>
2	Develop an Inclusive and Equitable Culture	Fully support and implement the Student Bill of Rights.	\$31,000	Y
3	Develop systems to pair teachers based on student needs	<p>Develop criteria to identify highly effective teachers</p> <p>Place identified teachers with students based on their educational needs</p>	\$0	N
4	Maintain and Increase Extended Learning Opportunities for Students	Fully implement extended learning opportunities plan. Please visit this website to access more information on the Expanded Learning Opportunities Grant.	\$4,390,958	N
5	Implementation of Site Specific Intervention Budget	Implementation of title 1 site budget	\$3,799,300	N

6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Implement a high-quality comprehensive program for English learners that includes the following: Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels.	\$52,947	Y
		Provide training and support in the use of core and supplemental materials for Designated and Integrated English Language Development. Implement an instructional monitoring system that includes tools which measure English learner academic progress and the effectiveness of teaching and learning in the classroom Research effective instructional models and programs Implementation of an English Learner Task Force Intensive PD in content and structure of the ELPAC The budgeted funds will be used to provide employees with professional development.	\$809,310	N
7	Maintain and Expand Educational Services to Special Education Students	Increase services for special education students. Our Special Ed population is approx. 89% Free and Reduced and the EL percentage is 34%. Supplemental & Concentration funds support the Special Education program and have increased and improved services to this population.	\$8,484,929	N
		Hire additional Speech teachers to provide improved services to students based on their needs Teachers receive necessary professional development and support Improve coordination between the special education teacher and general education teacher. Increase the number of students with disabilities who are educated in the least restrictive environment. 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. Parents with children who are receiving special education services are given opportunities to provide feedback on ways to improve educational outcomes for students through different meeting sessions such as IEP meetings and SST's.	\$19,008,344	N
8	Continue reducing the average class size and eliminate the need for combo classes	Add 4 teachers in 4th grade to reduce class size to 30:1 at schools with available space. Add 12 teachers to avoid combo classes in lower grades TK through 3rd Grades.	\$1,440,000	Y
9	Maintain and Expand Interpretation and Translation Services	Hire and maintain translators to provide support to families across the district	\$653,143	Y

10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Hire and maintain paraprofessionals to provide support to students and teachers across the district	\$1,500,000	N
11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Continue to work collaboratively and consistently with identified stakeholders so that we continue to implement the English Learner Master plan with fidelity. Link to plan - https://www.madera.k12.ca.us/domain/1395 Budget will be used to implement the Dual Immersion Program.	\$541,892	Y
12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	Architect fees and planning cost for new K-8 school. Purchase land for second new K-8 school	\$3,500,000	N
13	Increase both instructional and planning time for teachers	Increase both instructional and planning time for teachers to provide differentiated instruction to students with the highest needs. Elementary students will receive approximately 180 additional instructional minutes per week with a high quality Teacher. Furthermore, teachers will receive increased preparation and planning time at the elementary level through coordination with the enrichment teachers. 22% of TK to 6th grade teachers' time has been used to calculate the increase in instructional minutes.	\$12,509,093	Y

Goal Analysis [LCAP Year]

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

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

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

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

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Key:

All - All Students

EL - English Learner

FY - Foster Youth

HY - Homeless Youth

SWD - Students With Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Data Source: DataQuest	25.19% of graduates completed a CTE Pathway in 2019/2020	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	30%
CTE Pathway and A-G Completion Data Source: DataQuest	2020-2021 will be baseline				30%

College/Career Indicator (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 38.1% EL: 15.8% FY: 16.7% HY: 30% SWD: 4.8% prepared in 2019/2020				ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared
Access to Standards– Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home in 2019/2020				0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home
Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met in 2019/2020				Standard Met
Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met 2019/2020				Standard Met
Attendance Rates Data Source: CALPADS	94.96% in 2019/2020				96%
Chronic Absenteeism Rate Data Source: California Dashboard	AL: 10.3% EL: 7.4% FY: 16.4% HY: 14.7% SWD: 14.5% in 2019/2020				ALL: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%
High School Dropout Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 4.0% EL: 8.54% FY: 21.43% HY: 6.06% SWD: 3.45% in 2019/2020				ALL: 3% EL: 7% FY: 15% HY: 5% SWD: 2%
Middle School Dropout Rate Data Source: CALPADS	0.03% in 2019/2020				0.02%

High School Graduation Rate (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 92.4% EL: 82.3% FY: 57.1% HY: 90.9% SWD: 80.5% In 2019/2020				ALL: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	MUSD will adopt the Graduate Profile to ensure all students are college and career ready. The Graduate Profile defines our student learner outcomes. Rubrics have been created to provide a criteria of success regarding these collective commitments and ensure all students who graduate from Madera Unified are college and career ready. By establishing district-wide learner outcomes that target cognitive, personal, and interpersonal capacities needed for all students to be successful in continuing educational pursuits or the workforce, we are addressing all student learning needs and aligning all our resources so that we are most effective and efficient in the work that we do.	\$2,788,378 \$271,937	Y N
2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	MUSD will collectively create an instructional system based upon the WestEd curriculum audit study results and next steps.	\$1,070,772	N
3	Implementation of Board approved guaranteed and viable curriculum	<p>Continually refine/implement research based instructional practices of the guaranteed and viable curriculum so that regardless of school, classroom, or teacher, all students will leave with the same quality of education.</p> <p>Non-instructional days for professional development will be used to implement to areas below:</p> <p>Facilitate a process for teachers to develop a deep understanding of the California State Standards Frameworks (Literacy, ELD, Subject Specific) Goals for Professional development; 1 - build a deep knowledge of standards 2 - develop strong instructional practice for all teachers 3 - Teachers to understand the process to developing the scope and sequence that is aligned to the academic needs of all students</p> <p>Facilitate a process for teachers to develop a deep understanding of the priority standards</p> <p>Create criteria to select teachers for representative teams from each grade level to work within specific grade spans to ensure vertical alignment (e.g. grade level teams, 1-3, 4-6, 6-8, 9-12, at major transitional times 3-4,)</p> <p>Provide training in curriculum design (Units of study, syllabus, core vs. supplemental resources, priority &</p>	\$5,571,386 \$205,400	Y N

		<p>supporting stds)</p> <p>Provide training on how to teach writing (Genres, audience, mechanics, organization, Central idea/supporting idea, point of view, etc.)</p> <p>Provide training on how to develop listening & speaking proficiency (Poise, Voice, Life, Eye Contact, Gestures, Speed)</p> <p>Provide training on PLCs (creating norms, consensus building, 4 critical questions, etc.)</p>		
4	Identify and selection of common best practices for Instruction	<p>Identification and selection of common best practices for Instruction (Delivery, Cultural Relevance, Real World Applications, High Leverage strategies).</p> <p>High leverage instructional strategies to strengthen pedagogy.</p> <p>Build a deep knowledge of grade level and content standards</p> <p>Training and commitment to Professional Learning Communities</p> <p>Training on Response to Intervention (RTI)</p> <p>Training on Positive Behavior Intervention & Supports (PBIS)/Socio-Emotional Learning (SEL) Standards (unpacking the standards, units of study, priority & supporting)</p> <p>Universal Design for Learning (UDL)</p> <p>Peer observation protocol and feedback on classroom instruction</p>	\$100,000	N
5	Implementation of assessment and monitoring system	<p>In order to identify students who need targeted assistance and support to address learning gaps, the district will utilize Northwest Evaluation Association (NWEA) MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in the areas of reading, language, and mathematics. These performance monitoring tools provide schools and teachers with accurate, actionable evidence to help plan for differentiated instruction and target intervention support based on the needs of each student or groups of students.</p> <p>NWEA MAP assessments will be administered three times during the school year to benchmark individual student growth toward expected learning goals, support appropriate adjustments to intervention services and inform instructional planning. The NWEA assessment data will also serve as a means to evaluate the effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs.</p>	<p>\$920,067</p> <p>\$82,553</p>	<p>Y</p> <p>N</p>
6	Refine and Implement the Madera Learning System (MLS)	<p>The Madera Learning System (MLS) articulates a clear set of higher expectations than what exists both at the state and federal levels. The purpose of the MLS is to provide the district community with a multiple measures report on how well the school is performing based on Academic, Engagement and Management indicators.</p>	\$1,346,670	Y

7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	Work with labor partners to create a Daily Schedule that Increases the number of periods offered during the school day. In order to create opportunities for students, with special attention to our emergent multilingual students, to have flexibility for credit recovery, additional electives, opportunities for Dual Enrollment or to pursue personal interests to them.	\$0	N
8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	Hire additional certificated teachers to teach additional credit recovery sections to be offered before and after school (0 and 7 period). High School Summer School - 3 sessions daily offered in both in-person instruction and online	\$720,000	N
9	Implement and expand summer school opportunities	Fully implement and expand summer learning opportunities.	\$3,850,000	N

Goal Analysis [LCAP Year]

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

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

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 4: Recruit and retain highly qualified staff

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Key:

All - All Students

EL - English Learner

FY - Foster Youth

HY - Homeless Youth

SWD - Students With Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers Data Source: CALPADS	2.28% Misassignment rate in 2020/2021				1% <i>Misassignment rate</i>
CAASPP ELA (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -36.6 DF3 EL: -57.7 DF3 FY: -68.4 DF3 HY: -61.6 DF3 SWD: -111.8 DF3 in 2018/2019				ALL: 10 DF3 EL: 0 DF3 FY: 0 DF3 HY: 0 DF3 SWD: -5 DF3
CAASPP Math (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -74.7 DF3 EL: -86.3 DF3 FY: -95.5 DF3 HY: -86.5 DF3 SWD: -145.3 DF3 in 2018/2019				ALL: -5 DF3 EL: -15 DF3 FY: -15 DF3 HY: -15 DF3 SWD: -25 DF3

California Science Test Met or Exceeded Standard (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 15.74% EL: 0.94% FY: N/A HY: 14.37% SWD: 4:14% Met or Exceeded Standard in 2018/2019				ALL: 25% EL: 10% FY: 25% HY: 25% SWD: 15% Met or Exceeded Standard
A-G Completion Data Source: DataQuest	35.86% of graduates in 2019/2020				45%
% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	48.6% making progress towards English language proficiency in 2018/2019				55%
English Learner Reclassification Rate Data Source: DataQuest	20.90% in 2019/2020				25%
Passage of AP Exam with a score of 3 or higher Data Source: CollegeBoard AP Central	56.30% in 2019/2020				60%
EAP % Students Prepared for College ELA (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 44.96% EL: 2.68% FY: N/A HY: 31.43% SWD: 12% in 2018/2019				ALL: 55% EL: 10% FY: 40% HY: 40% SWD: 20%
EAP % Student Prepared for College Math (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 12.76% EL: 1.71% FY: N/A HY: 20.59% SWD: 1.01% in 2018/2019				ALL: 25% EL: 10% FY: 30% HY: 30% SWD: 10%
Programs and services developed and provided to unduplicated pupils and students with exceptional needs (EL = Emergent multilingual students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	Reading; Math NWEA High Average or High EL: 2.98%; 2.79% Foster: 11.32%; 9.40% Homeless 11.96%; 8.67%; SWD: 5.56%; 4.11% in winter administration 2020-2021				EL: 10%, 10% Foster: 15%; 15% Homeless:15%; 15%; SPED:10%; 10%

Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable Data Source: NWEA Assessment Results	Reading; Math NWEA High Average or High American Indian: 32.2%; 18.3% African American: 13.94%; 8.88% in winter administration 2020-2021				American Indian: 40%; 25% African American: 20%, 15%
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% in 2020/2021				Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending%
Grade Level Readiness Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% in 2020/2021				Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Re-establish New Teacher Support and Mentor Program	The MUSD "New Teacher and Mentor Support" program was implemented for the 2019/2020 school year. The program was "suspended" for the 2020/2021 school year. This program will be re-established for the 2021/2022 school year. The program will be redesigned to ensure comprehensive support from hire date through the obtainment of a provisional credential. Specific criteria will be developed for the potential mentors in order to employ experienced, knowledgeable and respected mentors for Madera Unified new teachers. Teachers in this program will have an assigned dedicated mentor to support them by building capacity in their skills, knowledge, pedagogy and craft as well as support the obtainment of a provisional credential.	\$81,310 \$679,558	Y N

		<p>Create criteria for potential mentors</p> <p>Identify current data/research to utilize as multiple measures</p> <p>Advertise for 2021/2022 mentors</p> <p>Convene a panel to interview candidates</p> <p>"Hire" mentors who meet the qualifications</p>		
2	Create a professional development system for the Mentor Teacher Support Program	<p>Create a Permanent-status Support and Mentor Program that will provide the district with mentors who are experienced, have exhibited content/grade level expertise and have the ability to inspire and motivate others, that will align with the New Teacher Support and Mentor Program to promote a coherent culture of professionalism that allows for constant improvement of instructional practices and performances of our teachers. This will empower our teachers' confidence in their ability to constantly change and improve their practice.</p> <p>Collaboration between current MUSD Ed Services and MUSD PAR Program</p> <p>Create criteria for potential support personnel/mentor</p> <p>Advertise for 2021/2022 support personnel</p> <p>Convene a panel to interview candidates</p> <p>"Hire" personnel who meet the qualifications</p>	<p>\$187,919</p> <p>\$679,558</p>	<p>Y</p> <p>N</p>
3	Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC	<p>Recruit and hire an additional 40 teachers to provide students with enrichment teachers that will serve elementary students.</p> <p>Madera Technical Exploration Center teachers will work in interdisciplinary teams to provide students high quality instruction through project based learning (Entrepreneurship, Marketing, Agriculture, Health & Science, Engineering etc.)</p>	<p>\$2,746,526</p> <p>\$1,920,172</p>	<p>Y</p> <p>N</p>
4	Recruit and retain teachers	Recruit and retain teachers and ensure teachers receive competitive salary and benefits.	\$48,749,759	N
5	Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff	Recruit and retain counselors, PE, VAPA (Music) teachers (includes previously budgeted and hired positions) and school support staff (K-12) and ensure these roles receive competitive salary and benefits to reduce turnover. This includes support staff and services focused on improving outcomes for Foster Youth students through experiential activities such as college field trips and company visits.	\$20,985,670	Y

Goal Analysis [LCAP Year]

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

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

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 5: Incentives & supports for employees to continuously improve performance

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher PLC Evaluation Data Source: Internal Rubric	2021-2022 will be baseline				Outcome will be set after 2021-2022 school year
Rate of Teacher Vacancies	2021-2022 will be baseline				Outcome will be set after 2021-2022 school year

Data Source: Internal Human Resource Information System					
Rate of Voluntary Resignations Data Source: Internal Human Resource Information System	2021-2022 will be baseline				Outcome will be set after 2021-2022 school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	A superintendent designee will identify research articles on the topic of professional learning and career ladders in high performing organizations to be shared with a career ladder task force composed of representative staff, community stakeholders and faculty districtwide. A designated task force will seek broad input regarding the career ladder development so that leadership is distributed throughout the organization and there is a collective commitment to improve professional practices. Partner with subject matter experts such as NCEE to receive support and advice on the development of a teacher career ladder.	\$300,000	N
2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	In order to align best practices for professional learning, Madera Unified will communicate the District goals and develop designated time during the duty day lesson design, collaboration and mentorship. A collective group will adapt the current structure at all levels to create time for collaborative teams to meet and provide appropriate training and resources for mentor teachers to ensure effectiveness.	\$1,920,172	N
3	Provide professional learning in order for individuals to progress and/or enter the career ladder	In order to align best practices for professional learning, Madera Unified will communicate the District goals and develop designated time during the duty day for professional development, lesson design, collaboration and mentorship. A collective group will adapt the current structure at all levels to create time for collaborative teams to meet and provide appropriate training and resources for mentor teachers to ensure effectiveness.	\$1,252,780	N
4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	Site and district staff will be strongly encouraged to work in professional learning communities without impacting instructional minutes.	\$701,290	N
5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	The personnel commission will work with CSEA to develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve and grow. Employees who move up the career ladder will be force multipliers for our district adding tremendous value to helping Madera Unified meet our goals.	\$74,400	N

6	Hire permanent substitute teachers	Hire permanent substitute teachers to ensure there is an abundant supply of qualified substitute teachers and ensure the permanent classroom teacher will not need to deploy their respective class into other classes.	\$909,698	N
7	Design & Implement Student Champion Course	Fully develop and implement Student Champion Course	\$100,000	N
8	Offer Staff Wellness Courses	Implement health and wellness incentive program for Madera Unified employees	\$6,000,000	N

Goal Analysis [LCAP Year]

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

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

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

Goal 6: High Quality Operational Services

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Operational Services	Operational Services	\$101,559,084	N
2	Child Nutrition Services	Child Nutrition	\$14,658,362	N

Goal Analysis [LCAP Year]

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

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

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

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

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.93%	\$62,781,989

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Action	Action Title	How high needs students were considered first?	Theory of Action Description
1.5	Increase instructional minutes for kindergarten students	Approximately 44% of all Kindergarten and Transitional Kindergarten students are designated as an emergent multilingual (english learner) student. Our emergent multilingual students come into the school system with significantly less exposure to the English language versus english only students. Increasing instructional minutes for these student groups will increase their exposure to academic language, thereby increasing emergent multilingual listening and reading comprehension levels. Additionally, approximately 90% of emergent multilingual students qualify for free or reduced lunch and students with families who meet this qualification have greater transportation challenges to get their child to and from school. Increasing instructional minutes will improve the attendance of the child since parents will not have to deal with the logistical challenges of pickup and drop off of their child at school in a part-time setting. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to increase the instructional minutes for kindergarten students into the 2021-22 school year and beyond. Evidence of the effectiveness of this action can be found by looking at Transitional Kindergarten (TK) and Kindergarten (K) student attendance rates. This program has allowed Madera Unified to maintain above a 95% attendance rate for TK and K students.	IF we increase instructional minutes for kindergarten and transitional kindergarten students, THEN, emergent multilingual (EL) students and students will receive greater exposure to academic language increasing their listening and reading comprehension levels. Moreover, students who qualify for free or reduced lunch will see improved attendance rates due to easing the logistical burden for parents to get their child to school in a part-time setting.

2.1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Only 10% of students responded favorably to the following question, "How often do you get so focused on activities in your classes that you lose track of time?". Additionally, only 20% of students responded favorably to this question, "How excited are you about going to your classes?". One potential reason for these results is due to students not seeing the relevancy of the instruction they are receiving. This point is magnified with high needs students, where curriculum is generally not differentiated with their needs considered first. Furthermore, based on research, on how people learn, instruction needs to engage student's prior knowledge, experiences and background. This requires a significant amount of preparation, planning and professional development time for teachers to deliver this type of instruction to students with intentionality. 15% of a teacher's daily time has been estimated to be used for preparation and planning time.	IF we have relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background, AND teachers are provided with the preparation, planning and professional development time to fully utilize the curriculum content with their students THEN student engagement will go up and overall student performance will increase. We will see a reduction in suspensions and expulsions and an increase in school connectedness survey results.
2.2	Develop an Inclusive and Equitable Culture	According to survey data, only 48% of students responded favorably to the following question, "Overall, how much do you feel like you belong at your school?". Additionally, the WestEd report revealed that certain groups of students feel as though "there is nothing here for them". A number of student voice sessions were held to gain a deeper understanding of the problem and students felt it would be important to create a first of its kind "Student Bill of Rights". The Student Bill of Rights document was approved by the Board and will need to be communicated, implemented and enforced starting the Fall of 2021. One of the rights included in the bill is "Students have the right to be treated with respect and valued by the school community...". Research states that when students, especially students with high needs, have strong relationships with staff at the school site, their engagement and overall student achievement results go up in return.	IF we develop an Inclusive and Equitable Culture by fully implementing the Student Bill of Rights, THEN students from all backgrounds, ethnicities and subgroups will feel more connected and respected within the school system. We will see an increase in school connectedness survey results.
2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Only 11% of emergent multilingual students scored a 4 on the most recent ELPAC assessment. Moreover, only 4% of emergent multilingual students were considered ready or exceeding on the local assessment in reading. Research states that when emergent multilingual students receive high quality first instruction, students are able to obtain proficiency and mastery of the English language. Budgeted funds will be used for professional development of employees. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to implement the action to support all emergent multilingual students in obtaining English Language proficiency and mastery of the core content standards. Evidence of the effectiveness of this action can be found by the significant increase in the number of students meeting the seal of biliteracy requirements. During the 2020-21 school year 175 students graduated meeting this rigorous requirement.	IF we support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards, THEN students will be able to reclassify more quickly. We will see an increase in school connectedness survey results and more emergent multilingual students will graduate meeting their Seal of Biliteracy Requirements.

2.8	Continue reducing the average class size and eliminate the need for combo classes	Crowded classrooms and combination classes both make it significantly harder for teachers to provide high quality differentiated instruction to students. Additionally, teachers with higher percentages of students with high needs will have greater challenges with providing high quality differentiated instruction that meets each individual student's needs. Significant reductions to class size and eliminating combo classes will greatly improve the teachers ability to provide quality differentiated instruction to high need students in the classroom. Unduplicated students will receive improved first instruction from teachers through reducing class size and elimination of combo classes. Additionally, unduplicated students will receive improved differentiated instruction from teachers as well. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to reduce class sizes into the 2021-22 school year. Evidence of the effectiveness of this action can be found by looking at the increase in school climate survey results during the 2020-21 school year. School engagement increased by 7 points.	IF we continue reducing the average class size and eliminate the need for combo classes, THEN students will be able to build stronger relationships with Teachers and other staff members at the school site. We will see an increase in school connectedness survey results and a decrease in suspensions and expulsions.
2.9	Maintain and Expand Interpretation and Translation Services	Emergent multilingual student achievement will go up if Parents are involved and engaged in the school. Parents of emergent multilingual students will be more engaged in their child's school if appropriate translation services are intentionally provided. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students. Madera Unified will continue to maintain and expand interpretation and translations services into the 2021-22 school year. Evidence of the effectiveness of this action can be found by looking at the increase in the parent school climate survey results during the 2020-21 school year. The parent school climate safety survey results increased by 11 points.	IF we maintain and expand interpretation and translation services, THEN more emergent multilingual students and their families will receive communications in their home language and will feel more connected to the school. We will see an increase in school connectedness survey results.
2.11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Currently, English Learners in Madera Unified have limited access to high level and rigorous curriculum and courses, perform at less than optimal levels, as high-level multilinguals. The problem is exacerbated by the California Education Code requiring English learner students to receive a designated time of English Language Development content, since in our current time-bound system, it limits English Learners' access to a full range of academic courses within a traditional six-period day. As a consequence, after four years of a high school education, some of the English Learners are ineligible to enter the California university system or to successfully navigate an increasingly complex, multilingual, globalized world. Budgeted funds will be used to implement Dual Language Immersion programs across the district. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high need students.	IF we fully implement the Madera Believes in Me plan THEN more emergent multilingual (english learner) students will see a significant improvement in their overall educational experience and achievement results. We will see an increase in school connectedness surveys, local assessment, state assessment and reclassification results.

2.13	Increase both instructional and planning time for teachers	Currently, teachers are not given enough preparation and planning time to provide high quality differentiated instruction. Additionally, instructional minutes are limited and students with the greatest need do not get enough additional support to accelerate their growth. When looking at research and best practices internationally, we know that teachers receive significantly more preparation and planning time than teachers within Madera Unified. The lack of preparation and planning time adversely affects instruction to students. This problem is magnified for students with the greatest needs. 22% of TK to 6th grade teachers' time has been used to calculate the increase in instructional minutes.	IF we increase instructional time with a highly qualified teacher THEN teachers will be able to build stronger relationships with students and students will feel more connected to their classes and their school. We will see an increase in school connectedness survey results.
3.1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Historically, Madera Unified did not have clear attributes which defined what students graduating from the district will be able to do. The Graduate Profile articulates a clear set of high expectations in the following competency areas - Think, Adapt, Collaborate, Communicate, Produce & Contribute. High need students held to rigorous standards while receiving high quality instruction from a teacher who has a strong relationship with the student and believes the student will outperform students who are not afforded access to this. Historically, high need students have not been provided with clarity and consistency regarding college and career level expectations after graduation. Going forward, high need students will be provided these clear expectations throughout their school career in Madera Unified by meeting the criteria laid out within the Graduate Profile. High need students will receive tailored support to ensure they meet the expectations outlined in the Graduate Profile.	IF we fully implement the Madera Unified School District Graduate Profile and ensure all students are college and career ready, THEN students will have clear learner outcome goals to target and shoot for that are aligned to the needs of employment opportunities with a wide range of organizations. We will see an increase in students graduating prepared for college and career, graduation rate, CTE pathway completer, A-G rate, CTE & AG completion rate.
3.3	Implementation of Board approved guaranteed and viable curriculum	Madera Unified conducted unannounced validation visits into classrooms and found that the Board adopted curriculum was not being consistently used. Moreover, high need students were not consistently provided grade level content. Research states that students need to have access to grade level rigor while addressing gaps in knowledge real-time based on individual student needs. Therefore, Madera Unified will continue to make significant investments into professional development focused on College & Career Readiness, Language & Literacy and Curriculum & Instruction. The professional development will build teacher capacity in how to provide rigorous grade level instruction while also addressing the learning gaps of students.	IF we implement the Board approved guaranteed and viable curriculum, THEN high need students will receive grade level instruction and accelerate learning outcomes.
3.5	Implementation of assessment and monitoring system	Prior to COVID-19, only 86% of students in assessed grades completed the NWEA assessment. High need students such as emergent multilingual students and students who qualify for free or reduced lunch had lower participation rates for the NWEA assessment. Therefore, teachers and site leaders did not have the data points to monitor the progress students have made academically.	IF we fully implement an assessment and monitoring system, THEN staff will have the data points needed in order to adjust instruction based on the unique needs of the class and students and we will see an increase in assessment participation rate.

3.6	Refine and Implement the Madera Learning System (MLS)	Historically, Madera Unified has never had a local level accountability system. The California accountability was the system used by the district. However, when California suspended the California State Test (CST) for a number of years, Madera Unified did not adjust and adapt to a local system. Therefore, student achievement suffered, especially for students with the highest needs. Only 21% of students who qualified for free or reduced lunch were ready or exceeding readiness in Reading and only 15% in Math. Any funds not spent during the 20-21 will be carried over to the 21-22 school year to provide increased services to our high need students. Evidence of the effectiveness of this action can be found by looking at the increase in graduation rate during the 2019-20 school year. Madera Unified has a 92.3% graduation rate, the highest graduation rate in the history of the district. The rate represents a 2.8% increase from the prior year.	IF we refine and implement the Madera Learning System THEN staff leadership will focus their attention on attending to the Madera Learning System achievement areas such as Academics, Engagement and Management. We will see an increase in Local Assessment results, Graduation Rate, College & Career Readiness rate and Attendance rate.
4.1	Re-establish New Teacher Support and Mentor Program	Historically, new teachers to Madera Unified had new teacher orientation days and were provided with professional development, coaching and support through the BTSA program. The program did not provide new teachers with adequate job embedded professional development to ensure their success. Therefore, new teachers have greater difficulty with providing students with high quality first instruction. Furthermore, higher percentages of new teachers teach at school sites with the greatest number of high need students. High need students will benefit from improvements made to the BTSA program through job embedded mentors because students will receive better quality first instruction.	IF we re-establish the New Teacher Support and Mentor program, THEN new Teachers will be provided with a mentor Teacher to coach, support and ensure novice teachers are provided with the support they need to succeed.
4.2	Create a professional development system for the Mentor Teacher Support Program	Mentor Teachers need to be provided coaching and support to be a quality mentor teacher to new teachers in Madera Unified. Historically, Mentor Teachers were not afforded organized professional development to build their capacity as a mentor.	IF we create a professional development system for the mentor teacher support program, THEN Mentor Teachers will be more effective in their role and new teachers will have better outcomes. We will see an increase in students graduating prepared for college and career.
4.3	Hire Teachers focused on providing students with enrichment courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC	High need students historically have not had access to courses such as Arts, Music, Science, Technology, Engineering and Math (STEM). However, research states how important this type of course work is to stimulating student engagement and learning. Therefore, 40 additional teachers will be hired to provide access to these types of subjects at the elementary level. Furthermore, teachers at MadTEC will provide students with project based learning. State Board of education President Linda Darling Hammond recently released a document titled "Accelerating Learning As We Build Back Better" based on research. Dr. Hammond shares a number of recommendations for improving student learning. One of the main recommendations states the following: "Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning;". This action directly helps our district to implement the recommendation from Dr. Hammond.	IF we hire teachers focused on providing students with enrichment courses such as VAPA, STEM and Music, THEN students will have increased engagement and teachers will be provided with additional preparation and planning time. We will see an increase in attendance rate and a decrease in chronic absenteeism rate.

4.5	Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff	High need students historically have not had access to subjects such as Arts, Music, Science, Technology, Engineering and Math (STEM) across all grade levels K-12. However, research states how important this type of course work is to stimulating student engagement and learning. Furthermore, high need students need to have access to high quality counseling and other support staff focused on social emotional learning. High need students have historically not been afforded access or have utilized both mental and social emotional health counseling and therapy services. Madera Unified plans to create a private school experience by providing this learning experience as an option. State Board of education President Linda Darling Hammond recently released a document titled "Accelerating Learning As We Build Back Better" based on research. Dr. Hammond shares a number of recommendations for improving student learning. One of the main recommendations states the following: "Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning;". This action directly helps our district to implement the recommendation from Dr. Hammond.	IF we recruit and retain highly qualified support staff, THEN teachers and site leaders can focus their attention on improving instruction in the classroom and students will have increased engagement. We will see an increase in graduation rate and college and career readiness rate.
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A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions communicated in the LCAP, and identified as contributing to increased or improved services, will benefit foster youth, emergent multilingual (English learners) and low income students in a variety of ways. Madera Unified has undergone a district redesign through the partnership of the National Council on the Economy and Education. Through the redesign process committee members learned what the major attributes of a high performing educational system has. One of the most important ways to make significant improvements to student outcomes is through good quality first instruction. In order for this to happen, teachers need to be afforded with significantly more preparation and planning time. Additionally, new teachers need to be provided with embedded professional learning and support to succeed. Therefore, Madera Unified invested in 40 additional enrichment teachers that will teach subjects such as Music, Arts, STEM and PE. When the enrichment teachers are rotating through classes to teach at the school site, the classroom teacher is given time to prepare and plan during the same time the enrichment teacher is teaching the classroom teachers students. Services are greatly improved to foster, emergent multilingual and low income students because teachers are going to provide better first instruction to students by providing relevancy and tapping into students prior knowledge. It would be very difficult for Teachers to improve instruction without additional preparation and planning time. High performing educational systems give their teachers on average two to three hours per day for preparation and planning.

The 2021-22 school year will be quite different due to COVID-19. District's across the state and nationally all received an unprecedented amount of one-time funds in order to address student learning loss and transition back to in person instruction. The funds received go beyond the supplemental and concentration funding detailed in the LCAP. The amount totals to \$11.4 million dollars for the 2021-22 school year and includes several investments intended to principally support English learners, foster youth and students living in poverty and are added onto the LCAP as actions, but are not indicated as contributing actions.

Goals 1 through 4 utilizes LCFF funds that principally support emergent multilingual (English learners), foster youth and students living in poverty.

- Goal 1 has 8 actions principally supporting emergent multilingual, foster youth and low income students.
- Goal 2 has 12 actions principally supporting emergent multilingual, foster youth and low income students.
- Goal 3 has 4 actions principally supporting emergent multilingual, foster youth and low income students.

- Goal 4 has 4 actions principally supporting emergent multilingual, foster youth and low income students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Increase instructional minutes for Kindergarten students
- Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background
- Develop an Inclusive and Equitable Culture
- Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards
- Continue reducing the average class size and eliminate the need for combo classes
- Maintain and Expand Interpretation and Translation Services
- Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)
- Increase instructional time with a highly qualified teacher
- Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready
- Implementation of Board approved guaranteed and viable curriculum
- Implementation of assessment and monitoring system
- Refine and Implement the Madera Learning System (MLS)
- Re-establish New Teacher Support and Mentor Program
- Create a professional development system for the Mentor Teacher Support Program
- Hire Teachers focused on providing students with enrichment courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC
- Recruit and retain counselors, PE, VAPA teachers and school support staff

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

	Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	Totals	\$ 223,450,474	\$ 22,119,885	\$ 21,618,612	\$ 33,321,467	\$300,510,438	\$ 237,757,546	\$ 62,752,892
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	Preschoolers		\$ 1,024,872	\$ -		\$ 1,024,872
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Preschoolers	\$ -	\$ 224,500	\$ -	\$ -	\$ 224,500
1	3	Recruit and retain highly qualified early childhood education teachers.	Preschoolers	\$ -	\$ 1,170,305	\$ -	\$ -	\$ 1,170,305
1	4	Provide play-based learning and standards-aligned curricula	Preschoolers	\$ -	\$ 251,754	\$ -	\$ -	\$ 251,754
1	5	Increase instructional minutes for Kindergarten students	Kindergarten	\$ 7,137,799	\$ -	\$ -	\$ -	\$ 7,137,799
1	6	Set aside time weekly for teachers collaboration time	Preschoolers	\$ -	\$ 30,520	\$ -	\$ -	\$ 30,520
1	7	Build a Madera "Lighthouse For Children"	Preschoolers	\$ -	\$ 200,000	\$ -	\$ -	\$ 200,000
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	Preschoolers	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	All	\$ 13,236,746	\$ -	\$ -	\$ 69,605	\$ 13,306,351
2	2	Develop an Inclusive and Equitable Culture	All	\$ 31,000	\$ -	\$ -	\$ -	\$ 31,000
2	3	Develop systems to pair teachers based on student needs	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Maintain and Increase Extended Learning Opportunities for Students	All	\$ -	\$ 2,307,351	\$ -	\$ 2,083,607	\$ 4,390,958
2	5	Implementation of Site Specific Intervention Budget	All	\$ -	\$ -	\$ -	\$ 3,799,300	\$ 3,799,300
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	All	\$ 52,947	\$ -	\$ -	\$ 809,310	\$ 862,257
2	7	Maintain and Expand Educational Services to Special Education Students	SWD Students	\$ 8,484,929	\$ 4,479,938	\$ 12,470,368	\$ 2,058,038	\$ 27,493,273
2	8	Continue reducing the average class size and eliminate the need for combo classes	All	\$ 1,440,000	\$ -	\$ -	\$ -	\$ 1,440,000
2	9	Maintain and Expand Interpretation and Translation Services	All	\$ 653,143	\$ -	\$ -	\$ -	\$ 653,143

2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	All	\$ -	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	All	\$ 541,892	\$ -	\$ -	\$ -	\$ 541,892
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	All	\$ -	\$ -	\$ 3,500,000	\$ -	\$ 3,500,000
2	13	Increase instructional time with a highly qualified teacher	All	\$ 12,509,093	\$ -	\$ -	\$ -	\$ 12,509,093
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	All	\$ 2,788,378	\$ -	\$ -	\$ 271,937	\$ 3,060,315
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	All	\$ -	\$ -	\$ -	\$ 1,070,772	\$ 1,070,772
3	3	Implementation of Board approved guaranteed and viable curriculum	All	\$ 5,571,386	\$ -	\$ -	\$ 205,400	\$ 5,776,786
3	4	Identify and selection of common best practices for Instruction	All	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
3	5	Implementation of assessment and monitoring system	All	\$ 920,067	\$ -	\$ -	\$ 82,553	\$ 1,002,620
3	6	Refine and Implement the Madera Learning System (MLS)	All	\$ 1,346,670	\$ -	\$ -	\$ -	\$ 1,346,670
3	7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	At-risk students	\$ -	\$ 720,000	\$ -	\$ -	\$ 720,000
3	9	Implement and expand summer school opportunities	All	\$ -	\$ 3,850,000	\$ -	\$ -	\$ 3,850,000
4	1	Re-establish New Teacher Support and Mentor Program	All	\$ 81,310	\$ -	\$ -	\$ 679,558	\$ 760,868
4	2	Create a professional development system for the Mentor Teacher Support Program	All	\$ 187,919	\$ -	\$ -	\$ 679,558	\$ 867,477
4	3	Hire Teachers focused on providing students with enrichment courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Elementary & 8th Grade	\$ 2,746,526	\$ -	\$ -	\$ 1,920,172	\$ 4,666,698
4	4	Recruit and retain teachers	All	\$ 48,749,759	\$ -	\$ -	\$ -	\$ 48,749,759
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	All	\$ 20,985,670	\$ -	\$ -	\$ -	\$ 20,985,670
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including	All	\$ -	\$ -	\$ -	\$ 300,000	\$ 300,000

		incentives for teachers to become mentors who facilitate continuous improvement						
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	All	\$ -	\$ -	\$ -	\$ 1,920,172	\$ 1,920,172
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	All	\$ -	\$ -	\$ -	\$ 1,252,780	\$ 1,252,780
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	All	\$ -	\$ 350,645	\$ -	\$ 350,645	\$ 701,290
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	All	\$ 74,400	\$ -	\$ -	\$ -	\$ 74,400
5	6	Hire permanent substitute teachers	All	\$ -	\$ -	\$ -	\$ 909,698	\$ 909,698
5	7	Design & Implement Student Champion Course	All	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
5	8	Offer Staff Wellness Courses	All	\$ -	\$ 6,000,000	\$ -	\$ -	\$ 6,000,000
6	1	Operational Services	All	\$ 95,910,840	\$ -	\$ 5,648,244		\$ 101,559,084
6	2	Child Nutrition Services	All	\$ -	\$ -	\$ -	\$ 14,658,362	\$ 14,658,362

Contributing Expenditure Table

					Totals by Type	Total LCFF Funds	Total Funds	
					Total:	\$ 70,230,546	\$ 74,948,639	
					LEA-wide Total:	\$ 66,044,020	\$ 68,841,941	
					Limited Total:	\$ -	\$ -	
					Schoolwide Total:	\$ 4,186,526	\$ 6,106,698	
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	Limited		Elementary		\$ 1,024,872	No
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Schoolwide		Elementary	\$ -	\$ 224,500	No
1	3	Recruit and retain highly qualified early childhood education teachers.	Limited		Elementary	\$ -	\$ 1,170,305	No

1	4	Provide play-based learning and standards-aligned curricula	Limited		Elementary	\$ -	\$ 251,754	No
1	5	Increase instructional minutes for Kindergarten students	LEA-wide	N/A	Elementary	\$ 7,137,799	\$ 7,137,799	Yes
1	6	Set aside time weekly for teachers collaboration time	Limited		Elementary	\$ -	\$ 30,520	No
1	7	Build a Madera "Lighthouse For Children"	Limited		Elementary	\$ -	\$ 200,000	No
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	Limited		Elementary	\$ -	\$ 10,000	No
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	LEA-wide	All	All	\$ 13,236,746	\$ 13,306,351	Yes
2	2	Develop an Inclusive and Equitable Culture	LEA-wide	All	All	\$ 31,000	\$ 31,000	Yes
2	3	Develop systems to pair teachers based on student needs	Limited		All	\$ -	\$ -	No
2	4	Maintain and Increase Extended Learning Opportunities for Students	LEA-wide		All	\$ -	\$ 4,390,958	No
2	5	Implementation of Site Specific Intervention Budget	Schoolwide		All	\$ -	\$ 3,799,300	No
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	LEA-wide	English Learners	All	\$ 52,947	\$ 862,257	Yes
2	7	Maintain and Expand Educational Services to Special Education Students	LEA-wide	N/A	All	\$ 8,484,929	\$ 27,493,273	No
2	8	Continue reducing the average class size and eliminate the need for combo classes	Schoolwide	All	Elementary	\$ 1,440,000	\$ 1,440,000	Yes
2	9	Maintain and Expand Interpretation and Translation Services	LEA-wide	English Learners	All	\$ 653,143	\$ 653,143	Yes
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Schoolwide		Elementary	\$ -	\$ 1,500,000	No
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	LEA-wide	English Learners	All	\$ 541,892	\$ 541,892	Yes
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	Schoolwide		Elementary	\$ -	\$ 3,500,000	No
2	13	Increase instructional time with a highly qualified teacher	LEA-wide	All	All	\$ 12,509,093	\$ 12,509,093	Yes
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	LEA-wide	All	All	\$ 2,788,378	\$ 3,060,315	Yes
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	LEA-wide		All	\$ -	\$ 1,070,772	No
3	3	Implementation of Board approved guaranteed and viable curriculum	LEA-wide	All	All	\$ 5,571,386	\$ 5,776,786	Yes
3	4	Identify and selection of common best practices for Instruction	LEA-wide		All	\$ -	\$ 100,000	No
3	5	Implementation of assessment and monitoring system	LEA-wide	All	All	\$ 920,067	\$ 1,002,620	Yes

3	6	Refine and Implement the Madera Learning System (MLS)	LEA-wide	All	All	\$ 1,346,670	\$ 1,346,670	Yes
3	7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	LEA-wide		All	\$ -	\$ -	No
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	LEA-wide		High School	\$ -	\$ 720,000	No
3	9	Implement and expand summer school opportunities	LEA-wide		All	\$ -	\$ 3,850,000	No
4	1	Re-establish New Teacher Support and Mentor Program	LEA-wide	All	All	\$ 81,310	\$ 760,868	Yes
4	2	Create a professional development system for the Mentor Teacher Support Program	LEA-wide	All	All	\$ 187,919	\$ 867,477	Yes
4	3	Hire Teachers focused on providing students with enrichment courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Schoolwide	All	Elementary & 8th Grade	\$ 2,746,526	\$ 4,666,698	Yes
4	4	Recruit and retain teachers	LEA-wide		All	\$ 48,749,759	\$ 48,749,759	No
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	LEA-wide	All	All	\$ 20,985,670	\$ 20,985,670	Yes
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	LEA-wide		All	\$ -	\$ 300,000	No
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	LEA-wide		Elementary	\$ -	\$ 1,920,172	No
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	Schoolwide		All	\$ -	\$ 1,252,780	No
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	Schoolwide		All	\$ -	\$ 701,290	No
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	LEA-wide		All	\$ 74,400	\$ 74,400	No
5	6	Hire permanent substitute teachers	LEA-wide		All	\$ -	\$ 909,698	No
5	7	Design & Implement Student Champion Course	LEA-wide		All	\$ -	\$ 100,000	No
5	8	Offer Staff Wellness Courses	LEA-wide		All	\$ -	\$ 6,000,000	No
6	1	Operational Services	LEA-wide		All	\$ 95,910,840	\$ 101,559,084	No
6	2	Child Nutrition Services	LEA-wide		All	\$ -	\$ 14,658,362	No
							\$ -	
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							\$ -	
							\$ -	
							\$ -	
							\$ -	
							\$ -	
							\$ -	

						\$ 62,752,891.90		

Annual Update Table Year 1

			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:	\$ 300,510,438	\$ -
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	No	\$ 1,024,872	
1	2	Implementation of Full Day Preschool at La Vina Elementary School	No	\$ 224,500	
1	3	Recruit and retain highly qualified early childhood education teachers.	No	\$ 1,170,305	
1	4	Provide play-based learning and standards-aligned curricula	No	\$ 251,754	
1	5	Increase instructional minutes for Kindergarten students	Yes	\$ 7,137,799	
1	6	Set aside time weekly for teachers collaboration time	No	\$ 30,520	
1	7	Build a Madera "Lighthouse For Children"	No	\$ 200,000	
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	\$ 10,000	
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	\$ 13,306,351	
2	2	Develop an Inclusive and Equitable Culture	Yes	\$ 31,000	
2	3	Develop systems to pair teachers based on student needs	No	\$ -	
2	4	Maintain and Increase Extended Learning Opportunities for Students	No	\$ 4,390,958	
2	5	Implementation of Site Specific Intervention Budget	No	\$ 3,799,300	
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	\$ 862,257	
2	7	Maintain and Expand Educational Services to Special Education Students	No	\$ 27,493,273	
2	8	Continue reducing the average class size and eliminate the need for combo classes	Yes	\$ 1,440,000	

2	9	Maintain and Expand Interpretation and Translation Services	Yes	\$ 653,143	
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	No	\$ 1,500,000	
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	\$ 541,892	
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	No	\$ 3,500,000	
2	13	Increase instructional time with a highly qualified teacher	Yes	\$ 12,509,093	
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	\$ 3,060,315	
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	\$ 1,070,772	
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	\$ 5,776,786	
3	4	Identify and selection of common best practices for Instruction	No	\$ 100,000	
3	5	Implementation of assessment and monitoring system	Yes	\$ 1,002,620	
3	6	Refine and Implement the Madera Learning System (MLS)	Yes	\$ 1,346,670	
3	7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	No	\$ -	
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	\$ 720,000	
3	9	Implement and expand summer school opportunities	No	\$ 3,850,000	
4	1	Re-establish New Teacher Support and Mentor Program	Yes	\$ 760,868	
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	\$ 867,477	
4	3	Hire Teachers focused on providing students with enrichment courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Yes	\$ 4,666,698	
4	4	Recruit and retain teachers	No	\$ 48,749,759	
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	Yes	\$ 20,985,670	
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	No	\$ 300,000	
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration	No	\$ 1,920,172	

		within and between sites			
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	\$ 1,252,780	
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	\$ 701,290	
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	\$ 74,400	
5	6	Hire permanent substitute teachers	No	\$ 909,698	
5	7	Design & Implement Student Champion Course	No	\$ 100,000	
5	8	Offer Staff Wellness Courses	No	\$ 6,000,000	
6	1	Operational Services	No	\$ 101,559,084	
6	2	Child Nutrition Services	No	\$ 14,658,362	

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs,

and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds to**

meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.