General Information

1. Region	Central Valley
2. Cohort	Cohort 3
3. LEA/Fiscal Agent	Madera County Superintendent of Schools
4. School Name and CDS Code	Madera County Independent Academy (20-10207-0117184)
5. Contact Name	**Fred Cogan**
6. Job Title	Executive Director Career Technical and Alternative Education Services
7. Email	fcogan@mcsos.org
8. Phone Number	(559) 662-6294

1.1 CCSPP Capacity Building Strategies

A. Shared Commitment, Understanding, and Priorities

i. Status

Visioning	X
Engaging	
Transforming	

ii. Artifacts

Outreach materials	X
Surveys	X
Interview/focus groups data from school staff	
Interview/focus groups data from students and/or families	
Councils or Committee meeting minutes	X
Protocols used to create vision/graphic representation of vision	
Needs and Assets Assessment tools/participation rates	X
Capacity-Building Strategies Self-Assessment Tool	X
Other (specify below)	

B. Centering Community-Based Learning

i. Status

Visioning	X
Engaging	

Transforming	

ii. Artifacts

Needs and Assets Assessment results	X
Site-specific framework for CBL that elevate community assets	
School climate surveys	X
Unit plans, lesson plans	X
Performance assessments that highlight classroom-community connections	
Student engagement or attendance rates	X
Family and community engagement or attendance	
Community learning tours and/or home visits	
Professional development or training sessions	
Capacity-Building Strategies Self-Assessment Tool	X
Other (specify below)	X

C. Collaborative Leadership

i. Status

Visioning	X
Engaging	
Transforming	

ii. Artifacts

Committee by-laws	
Team mapping	
Formal agreements	
Guiding documents, vision statements, decision-making protocols	
Team work plans and agendas	
Planning documents	X
Survey data	X
Councils or Committee meeting minutes	X
School staff direct input (interviews/focus groups)	X
Student and/or families direct input (interviews/focus groups)	
Capacity-Building Strategies Self-Assessment Tool	X
Other (specify below)	

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D. Sustaining Staff and Resources

i. Status

Visioning	X
Engaging	
Transforming	

ii. Artifacts

Community school-aligned job descriptions	X
Roles and responsibilities document that includes a process for ongoing revision	
Processes for budget transparency	
Staff visioning documents (e.g., graphic representations, protocols for design)	
Data examining staff/teacher retention/vacancy rates	
Councils or Committee meeting minutes	X
Professional development or training sessions	
Teacher and staff surveys	X
Capacity-Building Strategies Self-Assessment Tool	X
Other (specify below)	

E. Strategic Community Partnerships

i. Status

Visioning	
Engaging	X
Transforming	

ii. Artifacts

Contract agreements/MOUs/Service Delivery Applications	X
Service utilization rates	
School climate surveys	X

Feedback from existing service providers and partners	X
Partnership evaluations	
Partners participation in school events	X
Capacity-Building Strategies Self-Assessment Tool	X
Increased reports of student and family wellbeing	
Other (specify below)	

Narrative Response #1: Reflect on what you have accomplished this year with respect to one or more of the capacity-building strategies and how that accomplishment was made possible through the CCSPP. Make sure to reference which of the five strategies your reflection relates to. (Max 300 words)

The primary focus during year one of Madera County Independent Academy's CCSPP Implementation Project has been on building Strategy 3 – Collaborative Leadership and Strategy 5 - Strategic Community Partnerships. Much have this work has centered around bringing together decision-making bodies that serve MCIA's students and families to align collective priorities and services delivery within the context of the CCSPP project. These bodies include the MCIA School Site Council and English Language Advisory Committee; the Interagency Children and Youth Services Council of Madera County; the Madera-Mariposa SELPA Community Advisory Committee; and the Madera County CCSPP Community of Practice. As a result of these efforts, MCIA has identified several areas of need where CCSPP funding will improve academic and enrichment offerings, collaborated with other MCSOS community schools to plan for the opening of the MCSOS Community Resource Center in January 2026; and expanded the scope and number of community partners who are able to assist with provision of integrated student support services and extended learning opportunities.

These efforts have also allowed MCIA to make progress in Strategy 3: Centering Community Based Learning. Students who attend MCIA come in search of an alternative educational model and benefit from one-to-one instruction, as well as small cohort instruction to provide opportunities for greater flexibility and individualized instruction. The goal for every student is to develop the academic and social skills to be successful in any educational setting. Therefore, a key component of the CCSPP project will be to leverage community partnerships to offer a greater variety of community-based, student-centered learning opportunities.

1.2 CCSPP Engaging Education Partners

A. Engaging Education Partners – Part 1

Reflect on your engagement with various groups in developing your community school. In your response, include the following:
1. An estimated number of participants per group that was involved during the planning and implementation process.
2. The total number of individuals within the identified group, as applicable.
3. Select all the processes you used to engage each group in developing your community school.

| | Estimated # of individuals in each category engaged in developing your community school at any time | How many individuals in this category do you have at your school? | Which of the following processes did you use to engage each of the following school community groups? (Select all that apply) | | | | | | | | If you selected other processes, please specify: Other (Write-In) |
			Surveys	One-on-One Interviews	Focus Groups	Visioning Exercises	SSC or Committee Meetings	Other Meetings and Forums	School Events	Other	
Administrators	3	3	X				X		X		
Certificated Staff	3	3	X				X		X		
Classified Staff	4	4	X				X		X		
Students	17	61(Auto-pop)	X				X		X		
Family Members	35	Auto-pop	X				X		X		
Comm. Members	5	Auto-pop	X						X		
Community Partners	20	20		X				X	X		

Narrative Response #2 (Optional): Provide any additional information regarding your engagement of educational partners.
(Max 300 words)

In developing the CCSPP Project, MCSOS formalized a Community Schools Steering Committee to (1) engage with local leaders and community stakeholders from MCIA to conduct a needs and assets assessment; (2) recruit community stakeholders to serve on MCIA's School Site Council (SSC), which will serve as the Advisory Council for the CCSPP Project; (3) design county- and site-level visions for the CCSPP Project; and (4) develop a community of practice to share resources and professional learning tools around implementing the community schools model with fidelity. The Steering Committee partnered with MCIA's School Site Council to conduct a multistep needs and assets assessment process to assess the needs of students, families, and the school communities; map community resources; and identify service gaps. First, the Steering Committee compiled student, school, and community data. Second, the Steering Committee conducted a Community Schools Stakeholder Survey of students, parents, teachers/staff, and community members to identify perceived assets and needs. Third, the Steering Committee inventoried existing community-based service providers and hosted a Community Schools Planning Meeting with the Interagency Children and Youth Services Council of Madera County to identify service gaps that may exist and prospective partners that might contribute to future community schools efforts. Fourth, the Steering Committee met to analyze survey results and data gathered from the sources listed above and create a report that highlighted key findings from the needs and assets assessment. Lastly, the Steering Committee conducted planning meetings with representatives from MCIA's School Site Council open to all school stakeholders to (1) discuss needs and assets assessment findings; (2) invite stakeholders to share their opinions regarding identified needs and ways the CCSPP Project could meet these needs; and (3) define the overall CCSPP Project vision, activities, goals, and expected outcomes.

B. Engaging Education Partners – Part 2

Reflect on how your community schools work is shaped by the perspectives, assets, and needs of historically marginalized students and families. In your response, include the following:
1. An estimate of how many individuals from this group you have engaged in your community school development at any point during the implementation process
2. The total number of individuals within the identified group, as applicable
3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

	Total number of individuals engaged in developing your community school at any point	Total number of individuals within the identified group	How are you engaging individuals (students and/or families) within the identified group

English Learners	3	11	Surveys, School events, SSC meetings
Students w/disabilities	2	5	Surveys, School events, SSC meetings
Socioec. disadvantaged students	15	56	Surveys, School events, SSC meetings
Racially marginalized populations	15	54	Surveys, School events, SSC meetings
Homeless youth	1	1	Surveys, School events, SSC meetings
Foster youth	1	1	Surveys, School events, SSC meetings
Chronically absent students	4	14	Surveys, School events, SSC meetings

1.3 CCSPP Whole Child and Family Supports Inventory

A. Whole Child and Family Supports Inventory – Part 1

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

	Are these whole child and family supports part of your CCSPP IP or NAA?	
	Yes	No
Health Screening and Services	X	
Mental Health Screening and Services	X	
Nutrition Services and Support		X
Academic Support	X	
Counseling Center	X	
Multi-Tiered System of Support	X	
Coordination of Services Team		X
Before School		X
After School	X	
Summer Programs	X	
During School (e.g., learning pathways, differentiated instruction)	X	
Teacher Leadership Development and Opportunities	X	
Parent Leadership Development and Opportunities	X	
Student Leadership Development and Opportunities	X	

Shared Decision-Making Bodies that center voice of students	X	
Multiple Modes of Family Communication and Involvement	X	
Home Visits	X	
Adult Education		X
Positive Behavioral Supports	X	
Practices that prevent/reduce/eliminate exclusionary discipline	X	
Programs/practices that teach social-emotional skills	X	
Project-Based Learning	X	
Culturally-Sustaining and Responsive Curriculum and Pedagogy	X	
Community-Based Curriculum, Pedagogy, and Projects	X	
Personalized Learning Plans	X	
Performance Assessments		X
Advisory System to ensure every student has a home base/advisor	X	

B. Whole Child and Family Supports Inventory – Part 2

1. Indicate whether this support was newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools work.
2. Describe how the support was implemented during the past grant year. (Select all that apply.)
3. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories.
4. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
5. Provide brief examples of key activities conducted as part of implementing this support.

	When did you start imple-menting this support	How have you implemented the support this year?				In the past year, how many individuals were served?				In addition to CCSPP, select the funding source leveraged for this support	Optional: List 2-3 examples of the types of activities conducted as part of your IP of this support
		A. Expanded partnerships	B. Provided training / PD	C. Expanded capacity	D. Collecting data and tracking improvement	Stud-ents	Staff	Parents / family	Others		
Health Screening and Services	Existing	X				61		25		LCFF	County Health department provides support for screenings
Mental Health Screening and Services	Existing	X	X		X	61		25		BHSSA/CYBHI/ LCFF	Partnership with Camarena Health Services for the administration of a Navigators program which provides services to students at no cost to families or MCIA; Professional Development is provided to MCIA staff to better support students' SEL needs; MCIA staff will coordinate with behavioral

											health and a School Psychologist in the areas of substance abuse, anger and grief management, suicide prevention, stress, anxiety, depression, and drug and alcohol counseling.
Nutrition Services and Support	N/A										
Academic Support	Existing		X	X	X	61				LCFF	Additional academic support is provided to struggling learners by an Instructional Assistant
Counseling Center	Existing			X		61				CYBHI, LCFF	The counselor provides the following, but not limited to: Career planning, parent workshops, student field trips to colleges and universities, Social-Emotional counseling, participation in MCIA Student Success Teams (SST) Family information nights, probation updates on student progress, student activities for graduates, communication with Junior Colleges for Registration-to- Go (RTG) processes collaboration and connection for students to outside resources including behavioral health, Medi-

											Cal, services, student academic planning, credit evaluation, tiered re-engagement meetings with families (when site Principal is not available) home visits for students and student class placement.
Multi-Tiered System of Support	Existing		X		X	61				LCFF	100% of teachers trained in Multi-Tiered Systems of Support
Coordination of Services Team	N/A										
Before School	N/A										
After School	New			X		?				LCFF	Sporting events, field trips, and college visits.
Summer Programs	N/A										
During School (e.g., learning pathways, differentiated instruction)	Existing					61				LCFF	
Teacher Leadership Development and Opportunities	Existing		X				3			LCFF	100% of teachers participated in professional development trainings with CAES colleagues from MCIA and MCSOS led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study and Social-Emotional Learning.

								Funding	
Parent Leadership Development and Opportunities	Existing		X	X			20	LCFF	SSC, SELPA CAC PIQE (Parent Institute for Quality Education) hosts an online series of 6 classes for parents to learn how to better support their child's social, emotional, and academic needs as students.
Student Leadership Development and Opportunities	Existing		X	X		2		LCFF	SSC
Shared Decision-Making Bodies that center voice of students	Existing		X	X		30	25	LCFF	SSC participation, LCAP Survey
Multiple Modes of Family Communication and Involvement	Existing						75	CYBHI	Parent Square, Aeries, Parent nights, LCAP Survey
Home Visits	Existing				X	?		LCFF	Home visits made for student wellness checks
Adult Education	N/A								
Positive Behavioral Supports	Existing		X		X	61	6	LCFF	Professional Development is provided to MCIA staff to better support students' SEL needs; MCIA administration, academic counselors, teachers, and other staff will plan and conduct 4 student recognition assemblies throughout the year to build a connection to the

Practice	Status									Funding	Notes
											school community, affect positive school culture, and outreach to parents.
Practices that prevent/reduce/eliminate exclusionary discipline	Existing					61	6				Alternative methods to suspension, Restorative Justice practices
Programs/practices that teach SEL skills	Existing			X		61				LCFF	Professional Development is provided to MCIA staff to better support students' SEL needs
Project-Based Learning	Existing					61					
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Existing					61				CalHOPE	
Community-Based Curriculum, Pedagogy, and Projects	Existing					61				LCFF	
Personalized Learning Plans	Existing					61	4			LCFF	Instructional assistants provide individualized support for students.
Performance Assessments	N/A										
Advisory System to ensure every student has a home base/advisor	Existing					61					

1.4 CCSPP Goals and Actions

A. Goals and Actions – Part 1

Describe the top three goals for your CCSPP initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Describe the goal and explain how the school has developed it, particularly as it relates to your NAA.	Explain the action(s) you took in the SY 2024-2025 to meet this goal
Goal 1: Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.	The community school needs and assets assessment found that while MCIA has access to a wide range of integrated student support services there is a significant need to coordinate and streamline the delivery of student services to ensure all students receive the same level of support needed to address their individual academic, social-emotional, and developmental needs. MCSOS is currently in the planning stages of a Community Resource Center (CRC) with a planned opening of January 2026. The CRC will provide a comprehensive menu of student and family services for MCIA and other MCSOS community schools.	MCIA worked with MCSOS to conduct initial planning for establishment of the Community Resource Center which is projected to open in January 2026. MCIA engaged stakeholders to identify several enrichment opportunities and student support services to be offered starting in the 2025-26 school year. These will include provision of academic tutoring four days a week and field trips for college and career exploration. CCSPP funding has allowed MCSOS to maintain a School Counselor that is shared among its four community schools, including MCIA. The Counselor has worked closely with the Community Schools Program Director to identify areas of improvement pertaining to MTSS, mental health services, and staff professional development.

Goal 2: Build the capacities of families and community members to support MCSOS students' academic and positive youth development by providing parent education and connecting families to available community resources.	Madera County communities face a number of interconnected challenges, including extreme and generational poverty, limited English language proficiency, low levels of adult educational attainment, poor mental and behavioral health, and inequitable access to family and community services. Madera County has the highest percentage of youth with serious emotional disturbance (8.2%) and the third highest percentage of adults with serious mental illness (7.4%) among California's 58 counties. In addition, target students and families face severe health services gaps. Madera County is designated as a Medically Underserved Area & Population (MUA/P) and Primary Care Health Professional Shortage Area (HPSA). The Community Resource Center which will serve as a one-stop shop for meeting immediate physical needs and connecting MCSOS families to community resources. The CRC will also use funds to deliver parent workshops and trainings in areas such as fostering positive social-emotional environments in the home, building emotional resilience, supporting children in virtual learning environments, and effectively partnering in a child's education and healthy development.	MCIA collaborated with the Community Schools program Director to begin planning for implementation of CRC services such as a food pantry, clothing closet, tutoring, computer lab (equipped with adaptive technology and communication devices), job training and searching assistance, referrals to community partners, health and wellness workshops, and health screening and treatment in collaboration with Madera County community health agencies. MCSOS and MCIA have collaborated to enhance and strengthen partnerships with various agencies and organizations such as Camarena Health, Madera Department of Public Health, and Madera Department of Social Services in order to provide services and resources to MCIA families.

Goal 3: Enhance professional learning and collaborative leadership to build the capacity of MCSOS teachers, staff, administrators, and community partners to implement the California Community Schools Framework with fidelity.	The MCSOS CCSPP Steering Committee, led by the Community Schools Program Director, collaborates with MCIA and MCSOS leaders to frequently assess professional learning needs for teachers, support staff, and administrators in order to coordinate appropriate trainings and identify the subject matter experts or MCSOS staff best qualified to lead professional learning. New professional learning will include workshops, coaching, and conferences coordinated with each school's existing professional learning infrastructure (e.g., PLCs, in-service training) and focus on reinforcing best practices related to themes such as trauma-informed care, culturally responsive teaching, community-based learning, restorative practices, social-emotional learning, and other whole-child approaches and proven practices identified in the California Community Schools Framework.	MCSOS has led a Community of Practice throughout the year that includes leaders from MCIA. The CoP provides technical support with community schools implementation and invites county-wide community agencies to provide a presentation of their services and expertise that may be leveraged by participating school sites. The Counselor and the Community Schools Program Director State have both attended the MTSS Conference, PBIS Conference, and California Community Schools EMPOWER Summit. Practices and strategies learned at these events will guide planning and content for community schools related professional development offered to MCIA staff during the 25-26 school year.

B. Goals and Actions – Part 2

Provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

Goal	Metric(s)	Provide definition of the metric used (e.g., % increase in EL graduation rate)	SY 2022-23 (report numeric values only)	SY 2023-24 (report numeric values only)	SY 2024-25 (report numeric values only)	Desired Outcome Year 4 (SY 2025-26)
Goal 1: Ensure equitable access to integrated student support services by improving coordination and delivery of school and community resources on behalf of students and their families.	Chronic Absenteeism	Decrease in % of chronically absentee students	29.3%	23.0%	Not available	18%
	Student Attendance Rate	Increase student attendance rate	81.0%	93.1%	Not Available	>90%
	Standardized test results (e.g., CAASPP, ELPAC) to determine increases in student academic achievement	Increase in % of students who met or exceeded ELA standard	18.42%	14.58%	Not Available	20%
		Increase in % of students who met or exceeded Math standard	5.41%	4.17%	Not Available	5%
Goal 2: Build the capacities of families and community members to support MCSOS students' academic and positive youth development by providing parent	Number of parents attending school events.	Increase # of parents or family attending school events	35	40	Not Available	60
	Number of community partnerships	Increase the number of community partnerships	4	5	8	10

education and connecting families to available community resources.	Parent, family, and student surveys to obtain qualitative feedback regarding the perceived quality of community school services, access to needed community services, and improved home-school-community engagement.	Improved perception of services delivery for parents, families, and students	No numeric value associated with this metric			
Goal 3: Enhance professional learning and collaborative leadership to build the capacity of MCSOS teachers, staff, administrators, and community partners to implement the California Community Schools Framework with fidelity.	Teacher/staff surveys to give educators the opportunity to provide qualitative feedback regarding the perceived quality of professional learning and improvements to the community school's collaborative leadership and shared decision-making structures and processes.	Improved perception of professional learning and collaborative leadership	No numeric value associated with this metric			

Narrative Response #3: Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2025-2026) based on reflections on prior practice. Your response may include:
1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative (Max 300 words)

MCIA has not made any changes to its planned goals, metrics, desired outcomes, and actions as outlined in its CCSPP Implementation Plan developed during grant planning phase. Due to not receiving CCSPP funding until the Spring semester, the implementation of many specific actions has been delayed until the SY 2025-26. During SY 2024-25 MCIA focused on building capacity to implement the community schools model by engaging with collaborative decision-making bodies (i.e., SSC, ELAC, the Interagency Children and Youth Services Council of Madera County, the Madera-Mariposa SELPA Community Advisory Committee, and the Madera County CCSPP Community of Practice) and school stakeholders to refine planned project expenditures and delivery of student and family support services. This resulted in identification several areas of need where CCSPP funding will improve academic and enrichment offerings, planning for the opening of the MCSOS Community Resource Center in January 2026; and expanding the scope and number of community partners who are able to assist with provision of integrated student support services and extended learning opportunities.

C. School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate? (**Yes** or No)

	Select all the groups below that participate in your school climate data collection process	What instrument or process do you use to assess school climate for each group?							If you selected a district or school-developed survey, enter the name of that survey below. If you selected "Other," enter details about your measures of school climate below.
		CHKS	Panorama	CORE	Youth Trust	District-Developed Survey	School-Developed Survey	Other	
Students	Y						X		LCAP School Climate Survey
Family Members	Y						X		LCAP School Climate Survey
Administrators	Y						X		LCAP School Climate Survey
Certificated Staff	Y						X		LCAP School Climate Survey
Classified Staff	Y						X		LCAP School Climate Survey
Community Partners	N								

D. School Climate Data Collection Frequency

How often do you collect school climate data?
- Every other year
- **<mark>Annually</mark>**
- Twice a year
- Other (Write-in)

Narrative Response #4: Have you observed any improvements in school climate since the implementation of the CCSPP grant that you believe are connected to CCSPP? If so, describe. (Max 300 words)

As the majority of community schools capacity building occurred in the second semester of this school year there is little confidence that any CCSPP activities have contributed to improvements in school climate. MCIA is currently focusing on increasing participation in the LCAP and CCSPP surveys to inform planning and decision-making. Surveys are distributed using digital link sent out to all families via ParentSquare. MCIA also provides opportunities for parent input through participation in advisory committees, including the School Site Council (SSC), English Language Advisory Committee (ELAC), and other school engagement meetings.

1.5 CCSPP Feedback and Improvement

A. Future Technical Assistance

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- o   Strategic Partnerships and Cross-Systems Coordination
- o   Community School Planning and Implementation
- o   **Integrated Student Supports and Services**
- o   Student Learning Supports and Environment
- o   Centering Community-based Learning
- o   Monitoring Progress and Developing Data Collection Tools
- o   **Family and Community Engagement**
- o   Collaborative Leadership Practices for Educators and Administrators
- o   **Community Schools Sustainability**
- o   Engaging Communities, Policymakers & Educators in Shared Understanding
- o   Other instrument or process (describe):

Narrative Response #5 (Optional): Share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). (Max 300 words)

The primary area in which MCIA has experienced success throughout initial planning and implementation of the CCSPP project has been in the area of Strategic Partnerships and Cross-Systems Coordination. MCIA has benefitted from collaboration with the other three MCSOS community schools (Endeavor/Voyager Secondary, Madera County Independent Academy, Gould Educational Center) and with other Madera County district's who are participating in the MCSOS CCSPP Community of Practice. This allowed for MCIA to share resources and professional learning tools around implementing the community schools model with fidelity. This has also streamlined engagement with existing and prospective community partners who attend the CCSPP Community of Practice meetings.

B. APR Involvement

Indicate the approximate number of people who have been involved in preparing your Annual Progress Report. (Enter the number of individuals in each category, as/if applicable.)

	How many individuals in each category below helped complete this APR?	How many total individuals in this category do you have at your school?
Principal	1	1
Assistant Principal	0	0
CCSPP Coordinator	1	1
School Counselor/Social Worker/Psychologist	1	1
Teachers	1	3
Instruction Coaches	0	0
Other Staff	1	4
Students	1	61
Parents/Guardians	1	Auto
Community Members	0	Auto
Community Partners	4	20

Narrative Response #6 (Optional): Add any additional details about the involvement of the community school groups listed above in your APR preparation process. (Max 300 words)

Madera County Independent Academy conducted a number of needs assessments, including (1) administering LCAP surveys to school stakeholders; (2) conducting a community schools-specific survey to gather student, staff, and parent feedback; and (3) collecting qualitative feedback on delivery of integrated student supports, parent engagement, collaborative leadership practices, and extended learning programming during meetings of the MCIA School Site Council (SSC) and the Interagency Children and Youth Services Council (ICYSC) of Madera County. The needs and assets assessment which informs the APR will continue to employ the following practices and procedures:

Data Analysis: MCIA will compile and analyze numerical metrics, which includes evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective about the scope or intensity of phenomenon that may warrant intervention. These efforts will include analysis of school and community data sources (e.g., U.S. Census Bureau, Live Well Madera County Community Health Assessment, California School Dashboard) related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.

Document Review: Madera County Independent Academy leaders and stakeholders will gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This will include a review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the MCIA Local Control and Accountability Plan.

Community Resource Scan: MCIA inventoried community-based service providers operating within Madera County. This inventory is organized into a "CCSSP Community Schools Partnership Matrix" that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

C. APR Utility

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- o Very useful
- o Useful
- o Somewhat Useful
- o Not Useful
- o Not at all useful

Narrative Response #7 (Optional): What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation? (Max 300 words)

We do not have any improvement recommendations at this time.

1.6 Site Level Additional Documents and Evidence

1. Submit most current Implementation Plan as a PDF. Include the school name and CDS code in the file name (e.g., ShadowUSD_102349538293053.pdf)

2. Include the URL where the Implementation Plan is posted on your school website. https://www.mcsos.org/Schools/Madera-County-Independent-Academy/Approved-Plans-and-Reports/index.html

3. Was your CCSPP Implementation Plan presented to your school community in 2024-25? Y

4. Was your CCSPP Implementation Plan presented to your governing board in 2024-25? Y

5 Sustainability Plan (Cohorts 1 and 2 only): Attached your current Sustainability Plan as an Excel. Consider using S-TAC's template. Include the school name and CDS code in the file name.