

2024–25 Local Control and Accountability Plan Annual Update

The instructions for completing the 2024–25 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
Goal 1	Academic achievement: Students will demonstrate growth in English language arts (ELA) and math and mastery of California standards in math, ELA, and science; English Learners (EL) will demonstrate progress in English language mastery and achieve reclassification.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
NWEA MAP Math	To be established in Fall 2023 test period			At least 75% of students will meet their fall-to-spring learning growth goals in math.
CAASPP Math	To be established in Spring 2024 test period			MCMS will equal or surpass the state average for percentage of grades 6-8 students who meet or exceed state standards in math—all students and relevant subgroups.

NWEA MAP ELA	To be established in Fall 2023 test period			At least 75% of students will meet their fall-to-spring learning growth goals in ELA.
CAASPP ELA	To be established in Spring 2024 test period			MCMS will equal or surpass the state average for percentage of grades 6-8 students who meet or exceed state standards in ELA—all students and relevant subgroups.
CAST Science	To be established in Spring 2024 test period			MCMS will equal or surpass the state average for percentage of grade 8 students who meet or exceed state standards in science—all students and relevant subgroups.
ELPAC: English Language Development progress	To be established in Spring 2024 test period			At least 75% of English learners will progress by at least one ELPI level per year on the summative ELPAC.
English Learner Reclassification Rate.	To be established in Spring 2024 test period			MCMS will equal or surpass the state average for percentage of grade 6-8 EL students who are reclassified.

Goal Analysis

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.

Given that the school was in limbo due to the court case through the spring and summer of 2023, the final decision to open was not made until the beginning of August. This delay affected not just teacher hiring and student enrollment but also assessment and curriculum-related professional development and implementation readiness.

Action 1: Targeted Curriculum and Instruction:

1. Curriculum—The originally planned curricula in ELA and ELD were not sufficiently standards-based. Subsequent pilots resulted in the selection of Amplify ELA (including ELD) for full implementation in 24-25. Staffing—While all positions were filled with credentialed teachers, some teachers taught some classes outside their credential area.
2. Professional development—Almost none of the pre-opening PD was completed, given the truncated timeline for opening; PD during the school year included New Tech Network training in project-based learning, strategies for integrated ELD, discipline specific software implementation, and social-emotional well-being as well as a Special Education Training. Included in 24-25 will be Literacy for All and tutoring software.
3. Instruction: Tier 1 instruction was implemented, as were elements of Tier 2 and 3; a summer program will provide further Tier 2 and 3 intervention support for English Learners and other students lacking fundamental reading skills and students lacking fundamental math skills. Acceleration options were offered in math and through some projects for ELA, social studies, and science. ELD was not as individually designed as projected.
4. Instructional materials, supplies—All were provided.

Action 2: Targeted Learning Assessment System. While Smarter Balanced and CAST testing was completed for all students and ELPAC testing was completed for all English Learners, NWEA MAP was not, primarily due to lack of administrative time to plan and implement the testing sequence for the fall, spring, and winter assessments. This significantly impacted faculty ability to adjust instruction for individual students. It also hampered the school's capacity to make student assignments for 24-25 and to make materials acquisitions decisions. This problem will be corrected next year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Testing did not happen in all areas as planned. The NWEA testing was not done. We will begin gathering triannual data in the Fall of 2024. CAASPP data will be available in August 2024 and will give a good baseline for moving forward.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions that were effective in making progress toward the goal are discussed below by subject area:

- 1) Math—Use of Teach To One to differentiate instruction and provide intervention

- 2) ELA--Use of high-interest, lower reading level materials to differentiate instruction
- 3) Science—Use of Brain Pop Science for some full class instruction and to differentiate instruction
- 4) ELD—Use of Brain Pop ELD to increase engagement

Specific actions that were less effective than projected are listed below:

- 1) Assessment: NWEA MAP testing was not implemented due to lack of administrative time.
- 2) NTN project-based learning: Professional development was not initiated before the start of school, so there was less progress in implementation than projected.
- 3) Individual learning plan: Implementation was late in the school year; the original template will need some adjustment.
- 4) ELA curriculum: Originally planned curriculum was not sufficiently standards-based.

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.

The following changes will be made in relation to Goal 1 for the coming year as a result of reflections from MCMS' first year:

Planned goal: No changes

Desired outcomes: No changes

Actions: The following actions reflect changes in current practice:

- 1) Ensure that NWEA MAP testing is implemented, data is analyzed, and instruction is adjusted for fall, winter, and spring testing periods.
- 2) Implement Amplify ELA curriculum for ELA classes and ELD instruction at all grade levels to provide consistent, standards-focused learning across the year.
- 3) Improve integration of math curricula, so that all students have both grade-level, standards-based instruction and personalized, individual achievement-based instruction.
- 4) Increase implementation of NTN's project-based learning.
- 5) Implement revised Individual Learning Plan from the beginning of the school year.
- 6) Implement optional summer ELD/ELA instruction using Amira Learning for students in need of foundational reading skill improvement.
- 7) Implement optional summer reading program for all students.
- 8) Implement optional summer math program using Teach to One for students in need of foundational math skill improvement.
- 9) Provide curriculum-based professional development to teachers in core academic programs who are new to the curriculum or request further support.

Goal #	Description
Goal 2	Student engagement and climate: Positive student engagement and an inclusive school climate will support academic success and be reflected in student outcomes for attendance, chronic absenteeism, suspension, expulsion, and drop-out rates, an awareness of college/career options, and an increasing sense of student connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	0 in first month			The chronic absenteeism rate will be below the state average	The chronic absenteeism rate will be below the state average
Attendance Rate	88% in first month			The attendance rate will be $\geq 94\%$, pending potential Covid impacts.	The attendance rate will be $\geq 94\%$, pending potential Covid impacts.
Dropout Rate	0 in first month			The drop-out rate will be below the state average	The drop-out rate will be below the state average
Suspension Rate	0 in first month			The suspension rate will be below the state average	The suspension rate will be below the state average
Expulsion Rate	0 in first month			The expulsion rate will be below the state average	The expulsion rate will be below the state average
CHKS - specific elements	To be established in Spring 2024 survey			Students' positive responses on the CHKS elements of school connectedness and safety will be equal to or greater than that of similar grade students in other public schools in the geographic target area.	Students' positive responses on the CHKS elements of school connectedness and safety will be equal to or greater than that of similar grade students in other public schools in the geographic target area.

Goal Analysis

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.

Action 1: Advisory, Wayfinder curriculum, and counseling—This action was implemented as planned.

Action 2: Individual learning plan—This action was implemented but in the spring, not at the beginning of the year, due to contractor failure to produce the template in a timely manner. While all students completed an ILP, the plan was not the centerpiece of learning that it will be in upcoming years. Additionally, some elements in the template need to be adjusted to improve effectiveness.

Action 3: MTSS/PBIS—MTSS level academic responses are discussed in Goal 1. In terms of behavior management, in the spring, staff successfully adjusted the behavior management program to better reflect the needs of the current student body.

Action 4: Pro-active attendance monitoring and response—This action was implemented as planned.

Action 5: The Mayacamas College and Career Explorers Program—This action was not implemented in 23-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no substantial differences. We implemented and paid for Wayfinder, a part time therapist/counselor and got trained on the ILP. We employed a consultant to help with school culture.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Advisory, Wayfinder curriculum, and counseling—The Healthy Kids survey data indicates that this action was highly effective. The desired outcome was “Students' positive responses on the CHKS elements of school connectedness and safety will be equal to or greater than that of similar grade students in other public schools in the geographic target area.” 72% of students agreed or strongly agreed to the statement “I feel safe in my school,” compared to 56% in NVUSD in 2023 and 69% reported positive connectedness to school. There were no dropouts, expulsions, or suspensions, thus achieving the desired outcomes for these indicators of “being below the state average.”

Action 2: Individual learning plan—As noted above, this action was less effective than planned due to late implementation

Action 3: MTSS/PBIS—As noted above, PBIS was adjusted during the school year to address areas that were not as effective as planned.

Action 4: Pro-active attendance monitoring and response—Attendance data indicates that this action was effective. The desired outcome was “The attendance rate will be \geq 94%, pending potential Covid impacts.” Despite the school’s rushed start, the overall attendance rate through the end of May was 93.17%.

Action 5: The Mayacamas College and Career Explorers Program—This action was not implemented in 23-24, exploration has begun for 24/25 to find a program that is a good fit and allows for student exploration.

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.

The following changes will be made in relation to Goal 2 for the coming year as a result of reflections from MCMS’ first year:

Planned goal: No changes

Desired outcome: No changes

Actions: The following actions reflect changes in current practice:

- 1) Adjust the Individual Learning Plan as needed and implement at the beginning of the year
- 2) Fully implement MTSS Tiers 2 and 3 for every discipline
- 3) Implement the Mayacamas College and Career Explorers Program

Goal #	Description
Goal 3	Infrastructure for student success: Student success will be supported by a sound basic academic and physical infrastructure, a focus on state standards, assignment of appropriately credentialed teachers, an emphasis on family engagement/involvement, and access to a broad array of courses to meet student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers appropriately credentialed for their assignments.	All teachers are credentialed; 20% are appropriately credentialed for their assignment.			All teachers are credentialed; >20% are appropriately credentialed for their assignment.	All teachers are appropriately credentialed for their assignment.
Access to standards aligned instructional materials.	All students have access to standards-aligned instructional materials reflecting state-board adopted academic content and standards, including the English Language Development Standards.			All students have access to standards-aligned instructional materials reflecting state-board adopted academic content and standards, including the English Language Development Standards.	All students have access to standards-aligned instructional materials reflecting state-board adopted academic content and standards, including the English Language Development Standards.
Access to a broad course of study is provided to all students, including low-income students, English learners, foster youth, and students with disabilities.	All students have access to a broad course of study, and programs/services are provided to low-income students, English learners, foster youth, and students with disabilities.			All students have access to a broad course of study, and programs/services are provided to low-income students, English learners, foster youth, and students with disabilities.	All students have access to a broad course of study, and programs/services are provided to low-income students, English learners, foster youth, and students with disabilities.
Facilities in good repair	Facilities inspection conducted by NCOE in 8/23—good repair			All facilities are maintained in good repair.	All facilities are maintained in good repair.
Family involvement and parent participation	Parent participation at Back to School Night was 52%.			At least 90% of families are involved in school activities, decision making, or providing input and parent participation is promoted in programs for low-income students, English learners, foster youth, and students with disabilities.	At least 90% of families are involved in school activities, decision making, or providing input, and parent participation is promoted in programs for low-income students, English learners, foster youth, and students with disabilities.

Goal Analysis

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.

Action 1: Equitably involved families. The action was implemented as planned, with the exception that the following 4 activities of the 12 cited were not implemented in year 1: advisory groups, special outreach, parent education workshops, and cafecitos.

Action 2: Broad course of study. The action was implemented as planned.

Action 3: Access to standards-aligned instructional materials. The action was implemented as planned.

Action 4: Appropriately credentialed teachers. The action was not implemented on the timeline planned due to the lack of certainty related to the pending court case.

Action 5: Appropriate facilities in good repair. The action was implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The biggest area of need is to align teacher’s credentials with the courses they teach. This will be implemented in year two as we bring on additional staff with the connecting credentials and we are not staffing last minute. The ability to plan for both student and teacher numbers over the summer will allow for a better match of credentials and courses.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Equitably involved families. The desired outcome for this action was “At least 90% of families are involved in school activities, decision making, or providing input, and parent participation is promoted.” Unfortunately, data on parent participation was not kept for all activities. However, on the annual family survey, parents responded to questions about involvement as follows: “The school communicates to families regularly but not too often,” 91% agreed/strongly agreed. “Teachers respond promptly to questions from parents,” 91% agreed/strongly agreed. “Parents/Guardians are welcome to visit the school anytime,” 100% agreed/strongly agreed.

Action 2: Broad course of study. The desired outcome for this action was “All students have access to a broad course of study, and programs/services are provided....,” and this outcome was met by all students being enrolled in math, ELA, science, social studies, PE, and arts.

Action 3: Access to standards-aligned instructional materials. The desired outcome for this action was “All students have access to standards-aligned instructional materials reflecting state-board adopted academic content and standards, including the English Language Development Standards.” This outcome was met by the end of the year for all students in all courses.

Action 4: Appropriately credentialed teachers. The desired outcome for this action was “All teachers are appropriately credentialed for their assignment.” Given the circumstances, the year 3 outcome projection was that “All teachers are credentialed; >20% are appropriately credentialed for their assignment. While MCMS did not meet the desired outcome, it considerably surpassed the year 3 projected outcome with 66.6% of classes being taught by appropriately credentialed teachers.

Action 5: Appropriate facilities in good repair. The desired outcome for this action was “All facilities are maintained in good repair,” and this outcome was met.

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.

The following changes will be made in relation to Goal 3 for the coming year as a result of reflections from MCMS’ first year:

Planned goal: No changes

Desired outcome: For Action 1, Family Involvement and Parent Participation, the metric indicator will be changed to agreement with key statements on the annual parent survey.

Actions: The following actions reflect changes in current practice:

- 1) For Action 1, the annual parent survey will be adjusted to reflect specific questions about involvement and participation.
- 2) For Action 4, the year 1 projection in the 24-27 LCAP will be increased to 75% to reflect increased numbers of students and full time teachers and diminished needs for teachers to have classes outside their credential area.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Mid Year Update

Goal(s) - Goal 1

Description:

Academic achievement: Students will demonstrate growth in English language arts (ELA) and math and mastery of California standards in math, ELA, and science; English Learners (EL) will demonstrate progress in English language mastery and achieve reclassification.

Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Math	To be established in Fall 2023 test period			Data not available, as Fall tests were not completed.	At least 75% of students will meet their fall-to-spring learning growth goals in math.
CAASPP Math	To be established in Spring 2024 test period			Data not available, as CAASPP scores have not yet been released.	MCMS will equal or surpass the state average for percentage of grades 6-8 students who meet or exceed state standards in math—all students and relevant subgroups.
NWEA MAP ELA	To be established in Fall 2023 test period			Data not available, as Fall tests were not completed.	At least 75% of students will meet their fall-to-spring learning growth goals in ELA.
CAASPP ELA	To be established in Spring 2024 test period			Data not available, as CAASPP scores have not yet been released.	MCMS will equal or surpass the state average for percentage of grades 6-8 students who meet or exceed state standards in ELA—all students and relevant subgroups.
CAST Science	To be established in Spring 2024 test period			Data not available, as CAST scores have not yet been released.	MCMS will equal or surpass the state average for percentage of grade 8 students who meet or exceed state standards in science—all students and relevant subgroups.
ELPAC: English Language Development progress	To be established in Spring 2024 test period			ELPAC data is not yet available from CDE. 100% of English Learners completed the spring ELPAC testing.	At least 75% of English learners will progress by at least one ELPI level per year on the summative ELPAC.
English Learner Reclassification Rate.	To be established in Spring 2024 test period			MCMS reclassified 6 of the 18 English Learners for a reclassification rate of 33.3%. The most recent reports for statewide reclassification rates were from 2021, and these were atypically low due to Covid. The last pre-pandemic results (2018-19) showed a statewide rate of 13.8%.	MCMS will equal or surpass the state average for percentage of grade 6-8 EL students who are reclassified.

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Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- NA

Year 2 Outcome:

- NA

Year 3 Outcome:

- NA

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.			

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.