Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 9.6

Board of Education Action Item
December 14, 2021

Topic:
Federal Addendum to Local Control Accountability Plan
- 9.6.1 Madera County Superintendent of Schools
- 9.6.2 Madera County Independent Academy
- 9.6.3 Pioneer Technical Center

Background:
Local educational agencies applying for ESSA funds must complete the LCAP Federal Addendum as part of meeting the requirements for the ESSA LEA Plan. LEA's should review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning. The LEA must address the strategy and Alignment to the goals of the LCAP. ESSA funds are supplemental to state funds and should not drive the LCAP development.

Financial Impact:
No financial impact.

Resource:
Alan Macedo
Program Director,
Career & Alternative Education Services

Recommendation:
Approval of the Federal Addendum to LCAP.

9.6.1

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2021-22

LEA Name:

Madera County Superintendent of Schools (MCSOS)

CDS code: 20102070000000

Link to the LCAP: www.mcsos.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

(Staff Development)

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D
Prevention and Intervention Programs
for Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA will use federal funds to enhance local priorities and initiatives by 1) Improving Basic programs operated by state and local educational agencies *2)* Supporting effective Instruction and 3) Providing student support and academic enrichment grants.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All efforts will be made to align the programs funded by the state and federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) Identifying students who may be at risk for academic failure;

(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

A) Students with high needs or at-risk are given appropriate access to on-site interventions and resources, including counseling and incentives for good behavior.
B) Teachers have been trained in Relationship Building with students and will continue to be trained in effective methods of progressive discipline to lower referral and suspension rates.
C) Program Director collaborates with Juvenile Hall staff and Commander to discuss and articulate best practices to reduce suspensions or poor behavior while in Juvenile Hall.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. ***All Endeavor/Voyager students are taught by experienced teachers in the Alternative Educational Placement setting, as well as, teaching incarcerated youth. In addition, 100% of students attending Endeavor/Voyager are classified as Socio-Economically Disadvantaged and qualify for the Free-and-Reduced lunch program.***

Are low-income students taught at higher rates than other students by ineffective teachers?* ***No***
Are minority students taught at higher rates than other students by ineffective teachers?* ***No***
Are low-income students taught at higher rates than other students by inexperienced teachers? ***No***
Are minority students taught at higher rates than other students by inexperienced teachers? ***No***
Are low-income students taught at higher rates than other students by out-of-field teachers? ***No***
Are minority students taught at higher rates than other students by out-of-field teachers? ***No***

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1 - Basic Services) ***There were no disparities.***

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps. ***No equity gaps were identified during the stakeholder input process.***

**In California, "ineffective" means "misassigned."*

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

The LEA was very proactive this year giving ample notice for participation in the process of providing input. Meeting notices were posted at each site and were also shared via ParentSquare to maximize parent and family participation. Meetings were held at various sites and times to increase opportunities for attendance. MCSOS included students, staff and community members. Additional input was provided at the MCSOS Career Alternative Education Services (CAES) combined School Site Council (SSC), which also provided input and approval. All LCAPs are posted on the MCSOS website and accessible in English and Spanish. Parent and family engagement policies are reviewed and approved by the SSC and are sent home to students and families at the beginning of the year.

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The LEA helps parents better understand state academic standards by providing access to the CCSS link on the MCSOS Website, including notifications of state and local academic assessments prior to CAASPP testing and monitoring student progress. Parents work directly with academic counselors and can communicate with principals and teachers to improve the achievement of their children. Many students enrolled at Juvenile Hall come from other districts, and CAES academic counselors work to request academic records expediently from home districts. Students are assigned appropriate courses, credit recovery and progress checks are conducted toward graduation. Finally, CAES parents are given a handbook at the beginning of the school year to provide academic guidance, and also have access to the School Accountability Report Card (SARC) and other resources. Parents are encouraged to participate in all stakeholder meetings and governance committees such as SSC, English Language Advisory Committee (ELAC) District English Language Advisory Committee (DELAC) and the Parent Advisory Committees (PAC).

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Training regarding the proper use of technology and digital literacy are provided by CAES educators at one of four annual training sessions and Teachers outline technology expectations particularly with CAES incarcerated youth. GoGuardian is a program utilized by Juvenile Hall to limit student access while on the internet and non-educational websites. Policies and procedures regarding the use of technology are set and enforced by the Juvenile Probation Department. Finally, all Foster Youth (FY) and Homeless (H) youth inquiries are directed to the Foster Youth and Homeless Liaison.

school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
The LEA works closely with the Madera community by hosting several parent workshops, quarterly SSC and ELAC meetings and parent training workshops, and such meetings include a variety of topics to support the academic success of their children. Teachers use ParentSquare to contact and inform parents of student progress, including Individualized Educational Plan (IEP) meetings, and invitations to community events, such as essay and poetry contests, as well as, "Wreaths across America," where students from the Cadet Academy participate. Parents and families are also invited to attend their child's events.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
Parents of incarcerated youth are invited to all CAES parent nights, activities, and events. Parents are also included in graduation ceremonies for their children when they graduate from the Voyager Cadet Academy. CAES academic counselors provide services to parents to assist with college matriculation and financial aid applications for those students preparing to graduate from high school.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
The LEA sends all parent information via ParentSquare or mailer, in both English and Spanish.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.
The LEA is always available by phone or other contact information to answer and support the needs of the community, and to notify parents of events and send home specific all school events that involve the LEA. This year, ParentSquare is the primary parent communication tool for all CAES school's messaging.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.
The Annual Notification Packet is printed in English and Spanish. Staff are available to translate into Spanish if necessary at any SSC, ELAC, DELAC, IEP, 504 or other counseling meetings or workshops. All Academic Counselors are also fluent in Spanish, and Endeavor/Voyager materials, and are ADA compliant and accessible to students and parents with disabilities.

Describe how the LEA will align parent involvement required in this section with the LCAP Stakeholder engagement process.
Stakeholder engagement events were held for this year at MCSOS, PTC and MCIA. Input from these meetings included community, staff, students, site principals and Program Directors. Since many students have attended multiple MCSOS school sites, parents and families are welcome to participate in ongoing engagement meetings, including: SSC, ELAC, DELAC, LCAP and Parent Advisory Committee (PAC).

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

Even though Endeavor/Voyager is not a Targeted Assistance School, methods and instructional strategies that strengthen the academic program include: one-to-one engagement, small group instruction, technology integration, and opportunities for public speaking. Partnerships with the Madera County Probation Department (MCPD) and Madera County Arts Council have made it possible to secure a grant to provide art classes to students and provide healthy opportunities to support social-emotional needs. Professional development is provided to all CAES staff and personnel who work with students from Madera County on a variety of academic subjects and topics related to social-emotional health.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. ***N/A***

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

When students enroll into the CAES division, parents or guardians indicate the student's status on the enrollment packet and are identified under those categories.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

A MCSOS academic counselor provides academic guidance and counseling services to Homeless students at (1) enrollment to ensure appropriate courses are assigned. In addition, all students are evaluated to determine possible qualifications for modified graduation track per state requirements. (2) The academic counselor continues with academic services through regular meetings with students to monitor attendance and provide feedback on progress toward graduation. (3) Students preparing to transition back to their district of residence meet with their academic counselor to receive updated academic progress and referral to FY/H Liaison at their respective school sites. Students preparing to graduate from high school receive assistance for college matriculation and completion of financial aid documents, as well as information and assistance post-secondary options. These services are provided in coordination with the LEA under the McKinney-Vento Homeless Assistance Act. Homeless students are identified through a residency questionnaire and by staff referrals throughout the year. The school psychologist makes monthly phone calls to ensure attendance and to identify areas of academic and social-emotional concern. Referrals are made when necessary. Monthly parent workshops are held where parents receive information regarding topics such as the special ed. process, McKinney-Ventor rights, how to support the social-emotional well being of their child, human trafficking, etc. All homeless students are invited to participate in quarterly post-secondary preparation workshops and college/university field trips.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.
Academic counselors work closely with our graduating seniors to ensure they are applying and/or are eligible for college and career pathways. Counselors present and provide Registration to Go (RTG) presentations throughout the year. Academic counselors work closely with students and teachers to determine eligibility for modified graduation programs. Teachers and academic counselors assign appropriate courses for all students to ensure meeting high school graduation requirements of their respective home districts. Academic counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

*Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable – **N/A**. Middle grades to high school, if applicable.*
Although there are fewer middle school students at Juvenile Hall, teachers individualize lessons and coursework to meet the grade level and proficiency needs of each student. High school students are provided courses to meet diploma requirements and are given credit recovery work to make-up deficient credits. There are also external learning opportunities to participate in public performances such as essay and poetry contests which support social-emotional learning.

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
Students receive assistance in completing financial aid applications and matriculation in local community college. Academic counselors invite guest speakers to present information on topics of interest to students, including Grizzly Academy, Job Corps, and other organizations.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

(1) Endeavor/Voyager does not have a GATE (Gifted and Talented Education, Program) but provides enrichment opportunities in the form of poetry writing, public speaking and essay contests. (2) Through strong partnerships with two Rotary clubs in Madera, Endeavor/Voyager was able to get donations to purchase books and establish a library with many options for students to read. Finally, (3) Students have access to Chromebook devices to increase their i-Ready diagnostic scores, academic intervention/acceleration and digital literacy skills.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program to be assisted by Title I, Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.
Collaboration with Madera County Juvenile Probation allows for the physical and social-emotional safety of students, teachers, staff and corrections officers. Agreements in place address the technology needs for academics, as well as, opportunities to participate in learning opportunities, community events, and athletic competitions beyond the facility.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.
Madera County Juvenile Probation has measures in place to ensure the safety of students, teachers, staff, and corrections officers. Continued conversations have created increased opportunities for students to have access to technology, which allows for online courses and extended learning beyond the classroom. Teachers and academic counselors work quickly to contact home districts to support students being enrolled in appropriate courses. Even though graduation requirements are different, every effort is made to ensure students will not fall behind academically, but continue to progress toward graduation with their classmates.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.
Teachers and academic counselors work quickly to contact home districts to support students being enrolled in appropriate courses. Even though the graduation requirements vary contingent on home district, every effort is made to ensure students continue to make progress toward graduation and be able to graduate with their class. Records are requested from, and sent to, home districts quickly. Since many students attend schools operated by MCSOS Career Alternative Education Services, academic records are accessed without negatively impacting students despite their transiency. Academic counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

Students who are incarcerated are provided with many academic and mental health services, including academic counseling, academic presentations, health presentations from the Madera County Public Health Department, as well as alcohol/drug counseling. In addition, an RSP teacher supports students on a push-in or pull-out basis; depending on the needs of the student or the activities planned for the class.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

If students return to a home district, not operated through the CAES Division, a staff member will follow up with the home district to ensure enrollment of the student. Students returning to a CAES school receive uninterrupted services, as established relationships with behavioral health, public health, probation, and an on-site school psychologist are available to support the academic and social-emotional needs of the student. Since the Foster/Homeless Liaison is also a CAES academic counselor, services are immediately available to qualified students. Services for students with IEPs will many times continue with the same teacher, as they are already part of the RSP teacher's caseload.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.
Currently, there are not many established partnerships with local businesses. However, academic counselors work to ensure graduates have completed their FAFSA applications and community college registration. Rotary clubs provide regular presentations to students enrolled in the cadet academy, which cover various topics to develop job-ready skills. A grant was recently received that was written in collaboration with Madera County Juvenile Probation and the Madera County Arts Council. Money from the grant will be used to supply students with arts supplies for art classes. Aside from the skills learned about becoming artists, students will benefit from the social-emotional aspects of art.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.
Collaboration with Madera County Juvenile Probation and MCSOS continues to explore opportunities to increase parent engagement, as it will benefit students academic progress and behaviorally. The high transiency rate of incarcerated students, combined with shorter sentence time 24 days on average), make on-going parent participation more difficult. With familiarity of other CAES programs, parents have opportunities to participate in formal committees and stakeholder meetings. Parents are contacted by teachers, who inform them of student progress or concerns in the classroom as well as being invited to any scheduled IEP meetings.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

The LEA is working with the corrections department to provide more opportunities to explore career and technical education pathways. Given the proximity to the other CAES educational sites, it is possible to create viable options for incarcerated students. An Introduction to Welding Course using virtual welders will provide students with hands-on experience, and the course will increase interest in students accessing Career Technical Education courses upon returning to their home district.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.
Students returning to Pioneer Technical Center have an on-site Probation Officer that assists in supporting the needs of students without having to miss school. Behavioral health counselors and a school psychologist can also meet with students while remaining on campus. The proximity of the Madera County Juvenile Probation Department allows for student needs to be met without the challenge of requiring additional transportation.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.
Teachers, along with the commander of the facility, are informed of students' academic needs. Regular communication among the administrator, teachers, and corrections staff, ensures students' needs are assessed and met. Treatment team meetings are scheduled regularly and include personnel from various departments, including, probation, corrections, behavioral health, medical, and MCSOS teachers and principal to address the unique needs of some students requiring greater academic and mental health support.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the steps participating schools will take to find alternative placements for children and youth

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.
The primary source of input for professional growth is 1) student assessment scores and 2) staff surveys. As Smarter Balanced Assessment Consortium (SBAC) and California Department of Education (CDE) Dashboard results resumed at the end of 2021, CAES has integrated i-Ready summative assessments for ELA and math as a local indicator to guide the need for professional growth. This year, the primary focus areas based on the above criteria, is Math pedagogy and content training, which will be provided throughout the year to all staff.

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.
First, a professional learning system displays to students that all teachers are life-long learners. Next, PD is targeted to the needs of the "whole" child; addressing social and emotional, academic, physical and psychological needs for complete student success. Finally, educators will build their own capacity to better understand pedagogy and content, and become stronger in the delivery of instruction and facilitation of learning.

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.
As society develops, so must the educational system. To keep up with the demands of these changes, the need to grow as an educator by attending regularly scheduled professional growth opportunities, allows educators to become better equipped in supporting student learning and achievement, as well as, supporting the social-emotional needs for all students.

Describe how the professional learning system uses evidence-based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.
Since data drives instruction to increase student achievement, it also drives planning for professional growth. Evidence-based best practices should support the decision making process on which strategies should be implemented into the classroom. Programs alone cannot solve the achievement gap for all students and should not be the driving force behind the decision making process.

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
A Professional Learning System (PLS) facilitates the development of a shared purpose for student learning by recognizing both strengths and weaknesses. In addition, the collective responsibility for achieving student success, must be shared by the school community; not merely the teachers. Focus on data should assist the targeted need for areas of improvement.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
Staff members were given the opportunity at the end of the 2020-21 school year to select professional learning topics of greatest need through a survey. i-Ready and SBAC summative results in ELA and Math, in conjunction with ELPAC scores from English Learners, indicated the necessity for targeted focus on improving student achievement in these three areas. As the CDE Dashboard from 2020-21 was suspended, dedicated resources were provided by MCSOS and direct support from Madera County Superintendent of Schools' staff in Professional Development days was aligned with the entire CAES division, so that education staff and the principal from Juvenile Hall could be included on scheduled professional development opportunities. While the other schools have come out of the distance learning model back into in-person instruction, Juvenile Hall remained in contact with their students throughout the pandemic through small-group cohort instruction, and eventually resumed with the regular school program. Endeavor/Voyager principal, teachers, and instructional assistant have participated in all CAES Friday

professional development throughout the year. As described above, the focus has been primarily on

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.
Because the CAES division consists of 4 schools serving various student populations, training and professional development is determined by the needs of each school population, data results and staff input.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.
Students served are low performing, credit deficient and over 95% are Socio-Economically Disadvantaged. Title II funds will be utilized strategically to ensure the needs of MCSOS students are met with appropriate training for our teachers.

Describe how the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.
The LEA met with staff, stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to gather input regarding prioritization of funding through scheduled LCAP meetings, SSC/ELAC meetings, advisory committees and staff surveys, describing what areas teachers were requesting support.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.
Title II funding will be evaluated continuously based on the results provided from multiple measures including SBAC, and local formative/summative assessments such as i-Ready and LAS Links.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
The LEA annually monitors and evaluates Title II, Part A activities and analyzes student achievement data to modify for the following school year. Ongoing analysis includes immediate feedback from staff via google surveys.

Describe the ways in which the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.
The LEA consults with its stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via stakeholder input meetings, surveys and ongoing PLC-format meetings that welcome input and ongoing feedback.

Explain how often the LEA meaningfully consults with these stakeholders.
LCAP/PAC stakeholder meetings are held annually and SSC/ELAC meetings are held quarterly.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
The LEA reviews local needs assessments for students via multiple measures, and selects appropriate, relevant and meaningful professional development for all staff.

TITLE III, PART A (Endeavor/Voyager does not receive Title 3 funding)

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how professional development activities specific to English learners/Title III purposes are:

Designed to improve the instruction and assessment of English learners. ***N/A***

Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners. ***N/A***

Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers. ***N/A***

Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom. ***N/A***

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the supplemental activities implemented that provide enhanced instructional opportunities for immigrant children and youth. ***N/A***

Describe how the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding prioritizing Title III, Part A Immigrant funding for high needs schools. ***N/A***

Describe how the LEA considers sustainability for activities supported by Title III, Part A Immigrant funding. ***N/A***

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the effective programs and activities the LEA is implementing that will help ELs increase their language proficiency and meet the challenging State academic standards.. Including, but not limited to: how the district addresses effective language instruction programs specific to English learners and the activities focused on English Learners and consistent with the purposes of Title III, that supplement the core program. ***N/A***

Stakeholder Engagement

How does the LEA meaningfully consult with stakeholders (teachers, principals, paraprofessionals, specialized instructional support personnel, parents and community members) regarding prioritizing Title III Part A funding for high needs schools. Include in your description: how the district reaches out to a diverse representation of stakeholders (especially those who work in high needs schools and early childhood education) and how materials are adapted to meet the diverse needs of all stakeholders. ***N/A***

How does the district provide flexible consultation with stakeholders outside the regular school hours or by using a variety of communication tools, such as an electronic survey? ***N/A***

*How does the district inform stakeholders of past and current uses of Title III funding and their effectiveness as well as the research behind what is being proposed****? N/A***

How does the district genuinely consider concerns identified during consultation and address those concerns with concrete explanations or plans? ***N/A***

What do stakeholders think the information suggests about how to improve activities moving forward? ***N/A***

*Metrics -What are reasonable metrics for success and how can it be measured****? N/A***

What are interim progress and performance milestones that can be tracked? ***N/A***

Is there a need or capacity to examine the effectiveness of activities through research or a correlation study, or would performance data suffice? ***N/A***

Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Is the data high quality? Are specific populations being considered (i.e. Newcomers, LTELs)? ***N/A***

What have participants in the activities shared about their experience and how the activities were implemented? ***N/A***

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

How will the LEA ensure that elementary and secondary schools assist English learners in achieving English proficiency and meeting challenging state standards? ***N/A***

How will sites be held accountable for meeting English acquisition progress for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success? ***N/A***

How will sites be held accountable for meeting achievement goals for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success? ***N/A***

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners).
Consultation was provided through Professional Learning Communities (PLCs), SSC/ELAC, PAC and LCAP meetings.

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than $30,000 are exempt from this requirement). ***N/A***

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.
The LEA has a mutual partnership with several entities in the local community, including two rotary clubs. Academic counselors also work closely with staff from the local community college to facilitate college registration, and completion of financial aid documents.

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.
The LEA will continue to explore how to safely increase the integration of technology with support from MCSOS Instructional Technology (IT) staff and GoGuardian to monitor safe access to meaningful Career and Technical Educational opportunities.

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.

To support safe and healthy students, funds from our Title IV include developing and incorporating a Positive Behavior Incentive Program, trauma-informed professional development for students and staff, and Drug and Alcohol Prevention Program presentations. Public Health Educators from Madera County Department of Public Health will present information to students on a variety of health topics and local resources to support healthy lives.

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

Title IV funds will be used for supporting the effective use of technology with the purchase of the Odysseyware online-curricula to supplement the course offerings at Juvenile Hall and additional support for teachers, utilizing classroom-based chromebooks.

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Evaluation of the effectiveness of the above-mentioned programs include indicators such as increased student achievement, higher attendance rates, lower suspension rate and positive feedback on MCSOS climate assessment surveys from staff, students and parents, decreased referrals, and a broader range of enrichment activities available to all students.

9.6.2

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2021-22

LEA Name:

Madera County Independent Academy

CDS Code: 20102070117184

Link to the LCAP: www.mcsos.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

(Staff Development)

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA will use federal funds to enhance local priorities and initiatives by 1) Improving basic programs operated by state and local educational agencies *2)* Supporting effective Instruction and 3) Providing student support and academic enrichment grants.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All efforts are made to align the programs funded by the state and federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) Identifying students, at enrollment, who may be at risk for academic failure;

(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the rigorous state academic standards;

(D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

A) Students with high needs or at-risk are given appropriate access to on-site behavior intervention with support with an on site counselor or school psychologist if needed.
B) Teachers have been trained in effective Relationship Building and will continue to be trained in effective methods of progressive discipline to lower any referral and suspension rates.
C) Program Director utilizes "Conflict Resolution" and "Restorative Justice" practices to reduce suspensions on site.However, because MCIA has adopted an Independent Study Model, there have been little to no behavioral referrals since the COVID-19 pandemic in 2020.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners. Parents of English language learners are engaged by the LEA through parent stakeholder events and meetings such as English Language Advisory Committee (ELAC), Parent workshops and LCAP input held in both English and Spanish. All events and activities are sent home via ParentSquare in Spanish and English as well.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for identifying disparities that result in low-income and minority students being

Are low-income students taught at higher rates than other students by ineffective teachers?* ***No***

Are minority students taught at higher rates than other students by ineffective teachers?* ***No***

*Are low-income students taught at higher rates than other students by inexperienced teachers?****No***

Are minority students taught at higher rates than other students by inexperienced teachers? ***No***

Are low-income students taught at higher rates than other students by out-of-field teachers? ***No***

Are minority students taught at higher rates than other students by out-of-field teachers? ***No***

Describe actions the LEA will take to address any disparities discovered during the data analysis process

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps. ***There were no equity gaps identified during the stakeholder input process.***

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.
The LEA was very proactive in giving ample notice to parents for participation in the input gathering process. Stakeholder input meetings were held for all three sites and MCIA included students, staff and community members in this process. All LCAPs are translated into Spanish and currently posted on the MCSOS website for view.

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
The LEA helps parents better understand the State academic standards by providing access to a CCSS link on the MCSOS Website, notifications of the State and local academic assessments prior to CAASPP testing, and monitoring student progress through updated PowerSchool log-in entries. Parents work directly with MCIA educators to improve the achievement of their children. Parents meet with the school counselor at enrollment and are provided with an overview of MCIA. Teachers provide parents with their child's schedule during the initial meeting and inform parents of the academic requirements. Finally, parents are given a handbook at the beginning of the school year to provide guidance for academics as well as access to the School Accountability Report Card (SARC). The handbook is available in English and Spanish, and parents are encouraged to participate in the School Site Council (SSC) and the English Language Advisory Committee (ELAC) governance committees.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
Training for parents in the proper use of technology and digital literacy for their children is provided by MCIA teachers and school counselors. Staff outlines the technology expectations in the CAES Student 1:1 Handbook and site handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the CAES Foster/Homeless Youth Liaison. The county-wide FYSCP program offers

monthly Parent Connection workshops that include topics in digital literacy. Parents are given information on various digital platforms used by students, the student information system/parent portals to view their child's grades and attendance, tips for using technology, and are supported in the use of ParentSquare.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
The LEA works closely with its community by hosting several parent workshops, quarterly SSC and ELAC meetings, parent trainings held by CAES school counselors, ParentSquare communication and the hosting of an annual Family Appreciation Day and Parent/Teacher Conferences for all students and parents to attend.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
Teachers have ongoing communication with parents and provide numerous opportunities to participate in stakeholder meetings and formal committees, encouraging input on increasing support to students and families. CAES academic counselors provide workshops in English and Spanish on various topics of interest to families.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
MCIA provides a copy of the "Mandatory Notices for Parents and Guardians" to all parents in English and Spanish. ParentSquare, in addition to phone messages and mailers, are also utilized in English and Spanish.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.
The LEA provides reasonable support to parent requests for involvement. Ongoing communication with parents for opportunities to participate in various stakeholder meetings and formal committees encourage input to increase support for students and families. CAES academic counselors provide several workshops based on parent survey feedback. All activities are held in English and Spanish.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.
MCIA's annual notification is printed in English and Spanish. Staff members at MCIA are available to translate into Spanish, if necessary, at all SSC, ELAC, District English Language Advisory Committee (DELAC), Individualized Educational Program (IEP), Section 504 or any other counseling meetings. MCIA is ADA compliant and accessible to all students and parents with disabilities and mobility issues.

Describe how the LEA will align parent involvement required in this section with the LCAP Stakeholder engagement process.
Parent involvement and stakeholder engagement is an ongoing process and is incorporated into the 2021-22 LCAP in many ways. Prior to the 2021-22 school year, MCIA students, staff and community were given the opportunity to provide input and feedback in formal and informal meetings. Formal meetings included a

designated LCAP input meeting (held via Zoom) SSC, ELAC and Parent Advisory Committee (PAC) meetings. For the current year, stakeholder engagement includes the above-mentioned and weekly ATT meetings with follow-up participation check-ins for students Pre-K through 8th grade, as well as ongoing dialogue between school staff and families. For Foster and Homeless students, families are asked to provide input through a ParentSquare survey as well as through Google Docs. Phone calls are also made to obtain further input.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.
Although MCIA is not a TAS school, methods and instructional strategies that strengthen the academic program at MCIA include: one-to-one engagement, small group instruction for designated ELD, acceleration classes to address sub-skill weaknesses in ELA and math, as identified by i-Ready assessments, an Accelerated Reader program and technology integration. Teachers are available to meet with students beyond their appointment times to support student needs. An RSP teacher and instructional assistants provide support to meet academic needs of students with 504s and IEPs. Professional development is being provided to all CAES staff this year. These trainings include English Language Arts (ELA), English Language Development (ELD), social-emotional learning (SEL), technology integration and Mathematics and topics were selected based on staff interests surveys.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. ***N/A***

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need. ***MCIA is not a Targeted Assistance School (TAS) school.***

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

A CAES Academic Counselor provides services for homeless students at (1) initial enrollment (2) during attendance monitoring and (3) success of homeless children and youth. Coordination with the services of the LEA is provided under the McKinney-Vento Homeless Assistance Act (AB #1806). Homeless students are identified through a residency questionnaire at enrollment and through referrals throughout the school year. A school psychologist conducts monthly check-ins with all homeless families to identify academic and social emotional needs as well as to make referrals as necessary. The school counselor ensures that any new 11th or 12th grade student is screened for AB1806 and placed on a modified graduation if eligible. Additionally, the school counselor ensures that students get credit for all satisfactorily completed coursework, including partial credits. Homeless students are invited to participate in quarterly post-secondary preparation workshops, Senior Support workshops, and college/university field trips.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.

MCIA currently serves students Pre K-8th grade.

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable.
MCIA is increasing support for students in grades Pre-K-8th in an Independent Study program. Students at MCIA generate short term goals that include developing literacy skills, mastery learning and getting prepared for high school and beyond. School counselors provide presentations to students and families to explore careers and college options.
Middle grades (see above description)
MCIA is increasing support for students by developing literacy skills required for an independent study program and prepares students for high school and beyond. School counselors provide presentations to students and families to explore careers and college options.

Middle grades to high school, if applicable (see above) .
MCIA individualizes lessons to support each student's academic needs and increase literacy skills required in an independent study program to become college and career ready. School counselors provide presentations to students and families to explore career and college options.

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. ***N/A***

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.
MCIA does not have a GATE (1) Gifted and Talented Program, but provides enrichment opportunities in the form of extended learning field trips and excursions to educational and cultural awareness locations. (2) MCIA is a 1:1 device program and incorporates technology to increase academic achievement and digital literacy skills.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program to be assisted by Title I, Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes. ***N/A***

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. ***N/A***

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. ***N/A***

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. ***N/A***

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. ***N/A***

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students. ***N/A***

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. ***N/A***

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. ***N/A***

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. ***N/A***

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. ***N/A***

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program. ***N/A***

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.
MCIA Teachers are provided Professional Development (PD) growth opportunities throughout the year and MCSOS provides professional development days for all staff members. In addition, specific staff PD in ELA, ELD, SEL and Math is provided for all staff, with options to seek out and attend additional research-based professional development. Staff from the MCSOS Educational Services Division, provide pedagogical and

curriculum support. Teachers are also encouraged to enroll in the MCSOS sponsored preliminary

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
A Professional Learning System (PLS) facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. Collective responsibility for achieving student success must be shared by the entire school community; not merely teachers. Focus on data should assist the targeting of needs in areas of improvement.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
All MCIA staff were given the opportunity at the beginning of the 2021-22 school year to prioritize professional growth training opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for target focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. In addition, MCIA Staff are provided PD/PLC time every Friday from 7:30 – 8:45 a.m. for academic data disaggregation, i-Ready trend analysis and collaboration time.

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.
A professional learning system contributes to a coherent structure of educator training and support by connecting both MCSOS and MCIA priorities with the needs of state and federal requirements.

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.
The LEA evaluates the systems of professional growth and training with relevant staff survey feedback and data results from ongoing assessments.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.
Since the CAES division consists of four schools serving various student populations, training and professional development is determined by the needs of each school population, data results and staff input.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.
MCIA serves a low performing, 95% socio-economically disadvantaged population. Title II funds are utilized strategically to ensure student needs are met with the appropriate training for teachers; specifically in the areas of SEL, Math, and ELD instruction.

specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.
The LEA met with staff, stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC/ELAC meetings and staff PLC surveys that describe exactly what teachers requested.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.
Title II funding is evaluated continuously based on results provided from multiple measures including CDE Dashboard, CAASPP, and local indicators such as i-Ready and LAS Links formative/summative assessments.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
The LEA monitors and evaluates annually the Title II, Part A activities and analyzes the data to modify for the following school year. Ongoing achievement analysis includes immediate feedback from staff via surveys.

Describe the ways in which the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.
The LEA consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via stakeholder input meetings, surveys and ongoing PLC-format meetings that welcome input/feedback.

Explain how often the LEA meaningfully consults with these stakeholders.
LCAP stakeholder meetings are held annually, SSC/ELAC meetings are held quarterly and PLC/staff meetings are held every Friday.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
The LEA reviews and evaluates needs assessments for its students via multiple measures and selects appropriate, relevant and meaningful professional development for its staff members.

TITLE III, PART A (MCIA does not receive Title 3 funding)

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how professional development activities specific to English learners/Title III purposes are:

Designed to improve the instruction and assessment of English learners. ***N/A***

Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners. ***N/A***

Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers. ***N/A***

Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom. ***N/A***

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the supplemental activities implemented that provide enhanced instructional opportunities for immigrant children and youth. ***N/A***

Describe how the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding prioritizing Title III, Part A Immigrant funding for high needs schools. ***N/A***

Describe how the LEA considers sustainability for activities supported by Title III, Part A Immigrant funding. ***N/A***

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the effective programs and activities the LEA is implementing that will help ELs increase their language proficiency and meet the challenging State academic standards.. Including, but not limited to: how the district addresses effective language instruction programs specific to English learners and the activities focused on English Learners and consistent with the purposes of Title III, that supplement the core program. ***N/A***

Stakeholder Engagement

How does the LEA meaningfully consult with stakeholders (teachers, principals, paraprofessionals, specialized instructional support personnel, parents and community members) regarding prioritizing Title III Part A funding for high needs schools. Include in your description: how the district reaches out to a diverse representation of stakeholders (especially those who work in high needs schools and early childhood education) and how materials are adapted to meet the diverse needs of all stakeholders. ***N/A***

How does the district provide flexible consultation with stakeholders outside the regular school hours or by using a variety of communication tools, such as an electronic survey? ***N/A***
*How does the district inform stakeholders of past and current uses of Title III funding and their effectiveness as well as the research behind what is being proposed****? N/A***

How does the district genuinely consider concerns identified during consultation and address those concerns with concrete explanations or plans? ***N/A***

What do stakeholders think the information suggests about how to improve activities moving forward? ***N/A***

*Metrics - What are reasonable metrics for success and how can it be measured****? N/A***

What are interim progress and performance milestones that can be tracked? ***N/A***

Is there a need or capacity to examine the effectiveness of activities through research or a correlation study, or would performance data suffice? ***N/A***

Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Are the data high quality? Are specific populations being considered (i.e. Newcomers, LTELs)? ***N/A***

What have participants in the activities shared about their experience and how the activities were implemented? ***N/A***

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

How will the LEA ensure that elementary and secondary schools assist English learners in achieving English proficiency and meeting challenging state standards? ***N/A***

How will sites be held accountable for meeting English acquisition progress for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success? ***N/A***

How will sites be held accountable for meeting achievement goals for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success? ***N/A***

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners). Surveys and stakeholder input
(PLCs, SSC/ELAC, LCAP, DELAC meetings etc.)

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than $30,000 are exempt from this requirement). ***N/A***

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.
The LEA has a mutual partnership with several entities in the local community. Behavioral Health, Madera County Public Health, and the Fresno Grizzlies Baseball Organization, host annual student-based activities.

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.
MCIA offers a variety of programs that support our Independent Study Programs, and has included enrichment field trips such as the Fresno Chaffee Zoo and Fresno Grizzlies Organization. However, since the COVID-19 pandemic broke out in Spring 2020, these excursions have been put on temporary hold until small groups are permitted to attend these and other functions safely.

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.
To support Safe and Healthy students, Title IV funds will include the purchase of incentives for positive behavior, Student of the Month recognition, and academic counselor presentations on various topics.

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.
Title IV, Part A funds will be used to increase English proficiency and technology integration at MCIA with the renewal purchase of the Accelerated Reader program.

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.
Evaluation of the effectiveness of the afore-mentioned programs includes indicators such as increased student achievement, decreased chronic absenteeism, positive results on climate assessment surveys from staff, students and parents, increased student attendance, and a greater expansion of the Pre-K through 8th program in 2021-22.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2021-22

LEA Name:

Pioneer Technical Center

CDS code: 20-10207-2030229

Link to the LCAP: www.mcsos.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

(Staff Development)

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Student Support and Academic Enrichment Grants

In the following pages, ONLY complete the sections for the corresponding programs.

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic Enrichment Grants

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA will use federal funds to enhance local priorities and initiatives by 1) Improving Basic programs operated by state and local educational agencies *2)* Supporting effective Instruction and 3) Providing student support and academic enrichment grants.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All efforts will be made to align the programs funded by the state and federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students,

(B) Identifying students at enrollment, who may be at risk for academic failure;

(C) Providing additional educational assistance to individual students the LEA or school determines need help in meeting rigorous State academic standards,

(D) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

A) Students with high needs or at-risk are given appropriate access to on-site interventions and resources. Target focus groups (based on CDE Dashboard results = English Language Learners, Hispanic students and Socio-Economically Disadvantaged students)
B) Teachers have been trained in Effective Relationship Building and will continue to be trained in alternative methods of progressive discipline to lower referral and suspension rates.
C) During the COVID-19 pandemic, discipline issues and suspensions have dropped to record lows as students were off campus for approximately 18 months.. As students have returned to in-person, the learning format has resumed with a full-independent study learning model. As a result student behavior has not been an issue this year at Pioneer Technical Center.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) Providing Career and Technical Education (CTE) content through coordinated instructional strategies that incorporate experiential learning opportunities and promote skills attainment important to high-demand occupations or industries in the State; and

(B) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners. All English Language Learners are enrolled in a Designated ELD class and supported with Integrated ELD strategies through their ATT and Acceleration class. Parents are notified upon enrollment into the CAES division and meetings are held in Spanish if necessary. All ELD progress is presented at quarterly ELAC meetings held via Zoom / phone.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
All PTC students are taught by fully credentialed teachers experienced in the Alternative Educational Placement setting. In addition, 867% of all students attending PTC are classified as Socio-Economically Disadvantaged and qualify for the Free-and-Reduced lunch program.

Are low-income students taught at higher rates than other students by ineffective teachers?* ***No***

Are minority students taught at higher rates than other students by ineffective teachers?* ***No***

Are low-income students taught at higher rates than other students by inexperienced teachers? ***No***

Are minority students taught at higher rates than other students by inexperienced teachers? ***No***

Are low-income students taught at higher rates than other students by out-of-field teachers? ***No***

Are minority students taught at higher rates than other students by out-of-field teachers? ***No***

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1-Basic Services) ***No disparities identified.***

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps. ***No equity gaps were identified during the stakeholder input process.*** **In California, "ineffective" means "misassigned."*

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.
The LEA was very proactive this year in giving ample notice for participation in the process for input. In addition, stakeholder input meetings were held for Pioneer Technical Center, involving all students, staff and community members. The LCAP is translated into Spanish and currently posted onto the MCSOS website for view.

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
The LEA helps parents better understand the state academic standards by providing access to the Common Core State Standards (CCSS) link on the MCSOS Website, notifications of the state and local academic assessments prior to Smarter Balanced Assessment Consortium (SBAC) testing, and monitoring student progress through daily Powerschool entries. Parents work directly with PTC educators to improve the achievement of their children. Upon enrollment, they meet with an academic counselor for an orientation and then with their teacher of record to select classes and fulfill credit requirements for graduation. Finally, parents receive a site handbook at the beginning of the year which provides academic guidance and other resources and have access to the School Accountability Report Card (SARC) on the site website. The handbook is available in English and Spanish and parents are encouraged to participate in PTC's governance committees of School Site Council (SSC) and English Language Advisory Committee (ELAC).

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
A technology usage agreement contract is provided by site teachers at the master agreement meeting as well as technology expectations outlined in the teacher syllabus and PTC Parent/Student handbook.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
The LEA works closely with the communities of Madera and Chowchilla to build strong partnerships. Parent workshops, quarterly SSC and ELAC meetings and parent information nights are held annually. Parent

Square communication provides access in both English and Spanish to all community members to inform

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.
PTC is not a TAS school. However, methods and instructional strategies that strengthen the academic program at PTC include: Independent Study ATT appointments with one-to-one instruction, small group instruction for designated ELD class, technology integration with Chromebook Laptops and an Accelerated Reader Program to support literacy. The quality of learning time is increased with a mandatory Acceleration Class; which is based on i-Ready proficiency scores in ELA and Math. Instructional aides also provide support during the day for all students. PTC provides enriched/accelerated curriculum through the Odysseyware online curriculum. This curricula also addresses the needs of any at-risk youth who are not meeting academic progress by providing a credit recovery pathway. Professional Development (PD) is ongoing and provided to all PTC staff members. This PD includes ELA, ELD, Social-Emotional Learning (SEL), technology integration and Mathematics.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply. ***N/A***

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.
When students enroll into the CAES program, parents indicate the child's status on their applications.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

A FY/H Coordinator provides services to homeless students at (1) enrollment (2) during attendance monitoring and (3) success of homeless children in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. Homeless students are identified through a residency questionnaire at enrollment and through referrals throughout the school year. A school psychologist conducts monthly check-ins with all homeless families to identify academic and social emotional needs as well as to make referrals as necessary. The school counselor ensures that any new 11th or 12th grade student is screened for AB1806 and placed on a modified graduation if eligible. Additionally, the school counselor ensures that students get credit for all satisfactorily completed coursework, including partial credits. Homeless students are invited to participate in quarterly post-secondary preparation workshops, Senior Support workshops, and college/university field trips.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) Through coordination with institutions of higher education, employers, and other local partners; and

(B) Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from high school to college and career.
At PTC, Academic Counselors work very closely with graduating seniors to ensure students are eligible for college and career pathways. Counselors present and provide the Registration to Go (RTG) presentations to parents and students throughout the year.

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable.
PTC Madera is a 9-12th grade high school program and PTC Chowchilla is a 5-12th grade program. *Middle grades to high school, if applicable.* ***MCIA does provide a Pre-K-8th Independent Study program where students have the option to continue into the PTC (9-12) program. An orientation and tour are provided at the end of the school year.***

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
On an annual basis, PTC coordinates college tours and field Trips with institutions of higher education such as Fresno State, San Jose State and UC Merced. In addition, PTC partners with local employers through the Madera County Compact, which connects local businesses and other local partners to the PTC and a CTE pathway. PTC currently does not offer dual enrollment or high school credit for college courses. PTC students in their third or fourth year high school, however, do have the opportunity to participate in the High School Enrichment Program at the local community college if they meet the criteria. Approval must be obtained by the School Counselor and Administrator in order for students to enroll. Career counseling is provided to all PTC students, via survey, to identify student interests and skills. Due to the COVID-19 pandemic, the tours and field trips have been put on temporary hold, but the Career and Technical (CTE) pathways have resumed to in-person instruction.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

PTC currently does not have a (1) Gifted and Talented Education (GATE) Program, nor a screening process for such. But, has provided, prior to the COVID-19 pandemic, enrichment opportunities in the form of extended field trips and excursions to destinations such as Monterey Bay Aquarium, San Francisco, Sacramento State Capitol, Hearst Castle and Yosemite National Park. Enrichment field trips are scheduled to resume when COVID -19 restrictions are lifted. Additional GATE-level enrichment courses are available on the Odysseyware program in the form of electives. (2) Both PTC sites have "tech pods" of 9-12 desktop computers for all students to access. In addition (3) PTC Madera and Chowchilla are both 1:1 Laptop Chromebook device schools, available for student usage. Students have access to these devices to take online diagnostics, i-Ready intervention courses in ELA and Math, increase their digital literacy skills and access online curricula to improve their academic growth and achievement.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program to be assisted by Title I, Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) Correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes. ***N/A***

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. ***N/A***

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. ***N/A***

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth. ***N/A***

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. ***N/A***

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students. ***N/A***

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. ***N/A***

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the program will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. ***N/A***

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. ***N/A***

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. ***N/A***

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program. ***N/A***

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's system of professional growth and improvement for teachers from the beginning of their careers, throughout their careers, and through advancement opportunities.
PTC Teachers are provided professional growth opportunities throughout the school year. MCSOS provides all-staff professional development days for all PTC teachers and staff. In addition, effective staff PD is provided during Friday professional growth and development days (7:30 – 8:45 a.m.) This year, PTC is receiving direct support from MCSOS staff in the areas of Social Emotional Learning (SEL) and Math.

Describe the LEA's system of professional growth and improvement for principals from the beginning of their careers, throughout their careers, and through advancement opportunities.
Principals are provided ongoing professional growth and development opportunities throughout their careers. Examples include ELD, Common Core State Standards, Human Trafficking Prevention, Positive Relationship and Team Building, Student Behavior and School Culture, Science Technology Engineering and Math (STEM) Conflict Resolution, Restorative Justice, Reading Intervention, Professional Learning Communities and Independent Study/Charter School Compliance Training. This year's focus areas are SEL, ELD and Math. Finally, to support Principals in their leadership roles, Administration has incorporated a book study titled "Dare to Lead" by Brene' Brown.

Describe the LEA's system of professional growth and improvement for other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.
Other school leaders receive the same opportunities for professional growth and development. MCSOS training is available to those educators who are interested in building capacity and becoming future leaders through the "Bridges to Leadership" program.

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.
The primary source of input that guides professional growth at PTC is 1) student assessment scores and 2) staff needs surveys. As SBAC and CDE Dashboard results were suspended during the 2019-20 School year, local indicators such as i-Ready, LAS Links and other formative assessments diagnostic highlighted the areas of weakness and potential for growth in ELA and Math. Teacher surveys displayed areas of interest and need for instructional growth; specifically in the areas of Math pedagogy (56.3%) and Math content (47.7%)

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.
First, a Professional Learning System (PLS) models for students that teachers are life-long learners. Next, professional growth and development that is targeted toward the needs of the "whole" child, focuses on the social-emotional, academic, physical and psychological needs for student success. Finally, educators can

delivery of instruction and effective student learning strategies.

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups. ***As society changes and develops, so must the educational system. To keep up with the demands of global change, the necessity to grow as an educator by attending regular, professional growth opportunities, allows professionals the opportunity to become better equipped to support student achievement and learning.***

Describe how the professional learning system uses evidence based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.
LEA assessment data drives instruction and professional growth. Evidence-based best practices also drive the decision-making process in which strategies are implemented into school wide systems. While programs support the bridging of the achievement gap, they are not the driving force behind the decision-making process.

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
A PLS facilitates the development of a shared purpose for student learning by recognizing student strengths and weaknesses. In addition, the responsibility for achieving student success must be a shared vision by the entire school staff and learning community. Finally, data-driven decision making assists in addressing targeted areas of improvement.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.
All PTC staff were given the opportunity prior to the beginning of the 2021-22 school year to participate in a google survey and prioritize a list of professional growth opportunities. In addition, student i-Ready achievement results in the areas of ELA and Math, indicated the necessity for a targeted focus on improving student achievement. As a result, dedicated resources provided by MCSOS were: 1) Seven Professional Development days allocated for all CAES staff. 2) PTC Staff are provided every Friday from 7:30-8:45 a.m. PLC/PD time for professional development, data disaggregation, and WASC collaboration time. Finally, 3) Specific professional growth and training support is being provided in the areas on ELD, Math and SEL.

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.
The professional learning system contributes to a collaborative system of educator training and support by connecting both MCSOS and PTC needs with state and federal priorities and requirements.

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.
The LEA evaluates the systems of professional growth with staff input, feedback and ongoing data analyses from the results of student formative and summative assessments.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.
Because the CAES division consists of 4 schools serving various student populations, training and professional development is determined for each school's population through data results and staff needs.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.
PTC serves the needs of a low performing, credit deficient and Socio-Economically Disadvantaged (SED) population. Title II funds will be utilized strategically for teacher training that addresses and supports the needs of the aforementioned population.

Describe how the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.
The LEA met with all stakeholders including teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners, to gather input regarding prioritization of funding through scheduled LCAP input meetings, SSC meetings, and staff PLC surveys. These methods provided valuable feedback in the decision making process.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.
Title II funding will be continuously evaluated based on student assessment results provided from multiple measures, including local indicators, such as i-Ready and LAS Links.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
The LEA annually monitors the Title II, Part A activities, and analyzes data to modify activities for the following school year. Ongoing analyses include immediate feedback from staff via surveys.

Describe the ways in which the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.
The LEA consults with stakeholders including teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners, via stakeholder input meetings, surveys and ongoing PLC-format meetings.

Explain how often the LEA meaningfully consults with these stakeholders.
LCAP stakeholder meetings are held annually, SSC and ELAC meetings are held quarterly and PLCs/Staff Developments are held every Friday.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
The LEA evaluates the needs assessments for its students via multiple measures and selects appropriate, relevant and meaningful professional development for PTC staff members.

TITLE III, PART A (PTC does not receive Title 3 funding)

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how professional development activities specific to English learners/Title III purposes are:

Designed to improve the instruction and assessment of English learners. ***N/A***

Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners. ***N/A***

Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers. ***N/A***

Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom. ***N/A***

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the supplemental activities implemented that provide enhanced instructional opportunities for immigrant children and youth. ***N/A***

Describe how the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding prioritizing Title III, Part A Immigrant funding for high needs schools. ***N/A***

Describe how the LEA considers sustainability for activities supported by Title III, Part A Immigrant funding. ***N/A***

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the effective programs and activities the LEA is implementing that will help ELs increase their language proficiency and meet the challenging State academic standards.. Including, but not limited to: how the district addresses effective language instruction programs specific to English learners and the activities focused on English Learners and consistent with the purposes of Title III, that supplement the core program. ***N/A***

Stakeholder Engagement
How does the LEA meaningfully consult with stakeholders (teachers, principals, paraprofessionals, specialized instructional support personnel, parents and community members) regarding prioritizing Title III Part A funding for high needs schools. Include in your description: how the district reaches out to a diverse representation of stakeholders (especially those who work in high needs schools and early childhood education) and how materials are adapted to meet the diverse needs of all stakeholders. ***N/A***

How does the district provide flexible consultation with stakeholders outside the regular school hours or by using a variety of communication tools, such as an electronic survey? ***N/A***

*How does the district inform stakeholders of past and current uses of Title III funding and their effectiveness as well as the research behind what is being proposed****? N/A***

How does the district genuinely consider concerns identified during consultation and address those concerns with concrete explanations or plans? ***N/A***

What do stakeholders think the information suggests about how to improve activities moving forward? ***N/A***

*Metrics - What are reasonable metrics for success and how can it be measured****? N/A***

What are interim progress and performance milestones that can be tracked? ***N/A***

Is there a need or capacity to examine the effectiveness of activities through research or a correlation study, or would performance data suffice? ***N/A***

Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Are the data high quality? Are specific populations being considered (i.e. Newcomers, LTELs)? ***N/A***

What have participants in the activities shared about their experience and how the activities were implemented? ***N/A***

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

How will the LEA ensure that elementary and secondary schools assist English learners in achieving English proficiency and meeting challenging state standards? ***N/A***

How will sites be held accountable for meeting English acquisition progress for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success? ***N/A***

How will sites be held accountable for meeting achievement goals for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success? ***N/A***

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA developed its application in consultation with individuals and entities (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners). Surveys and stakeholder input
The LEA consults stakeholders at weekly PLCs, quarterly SSC/ELAC, and annual LCAP and PAC meetings.

Describe the needs assessment of the LEA (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than $30,000 are exempt from this requirement). ***N/A***

Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.
The LEA has a mutual partnership with several entities in the local community. For CTE, these include Career and Technology Day in Fresno and Manufacturing Day in Madera County.
Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.
PTC Offers a variety of programs that support the Independent Study Program. These include electives offered throughout the school year such as Music, Photography, Art and Leadership. Prior to the COVID-19 pandemic, enrichment field trips included destinations such as Yosemite National Park, Monterey Bay Aquarium, San Francisco, the Capitol building in Sacramento, local community colleges and CSU and UC campuses. These excursions provided enrichment experiences and an extension of the classroom.

Describe, if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108.
To support Safe and Healthy students, funds from our Title IV, Part A will include participation in local sporting events, safe and positive health incentives and quarterly PTC PRIDE awards for academics and attendance.

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.
Title IV, Part A funds are used for supporting the effective use of technology at PTC with training in the areas of Odysseyware online-curriculum, Study-Sync ELA and ELD, and the i-Ready and LAS Links programs.

Describe the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.
Evaluation of the effectiveness of the above mentioned programs will include indicators such as increased student achievement, higher student engagement and attendance, positive responses on PTC climate assessment surveys from staff, students and parents, a greater choice of enrichment activities/destinations for students to choose from in 2021-22 and increased CTE pathways and participation in courses offered at PTC.