8.7

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name:

Madera County Superintendent of Schools

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. Target focus groups (based on 2018 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) Principal utilizes "Conflict Resolution" and "Restorative Justice" practices to reduce suspensions on site.

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 teachers that are experienced in the Alternative Educational Placement setting, including experience teaching incarcerated. In addition, 100% of all students attending Voyager/Endeavor, qualify 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. ***Equity gaps were not 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, meetings were held at all three sites: MCSOS, MCIA and PTC, that involved students, staff and community members. All LCAPs are 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 understand better the State academic standards by providing access to the CCSS link on the MCSOS Website, Notifications of the State and local academic assessments prior to CAASSP testing, and monitoring child's progress. Parents work directly with academic counselors and can communicate with teachers to improve the achievement of their children. Many students enrolled at the facility come from other districts, and CAES academic counselors work to get academic records quickly, in order to ensure students are assigned appropriate courses to maintain progress toward graduation, make-up credits if deficient, and be able to graduate with their class. Finally, parents of the CAES division are given a handbook at the beginning of the year to provide guidance academically and other resources, and have access to the SARC or School Accountability Report Card. The Handbook is available in English and Spanish. Parents are also encouraged to participate in the governance committees of LCAP stakeholder meetings, DELAC and/ or SSC.***

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 the CAES Counselors, at one of their four trainings annually. In addition, teachers outline the technology expectations regularly, given the transient nature of students that are incarcerated. Policies and procedures regarding the use of technology are greatly influence by policies in place through juvenile corrections department. Finally, all foster-youth/homeless youth inquiries can be directed to the FHY liaison, Mrs. Elizabeth Rodriguez.***

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 Madera community by hosting several parent workshops, quarterly SSC and ELAC meetings, parent trainings; Teachers contact parents to inform of progress, include in IEP meeting, and to include their attendance in community events in which students from the cadet academy attend or participate.***

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.

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 CAES division sends, at the beginning of the school year, the "Mandatory Notices for Parents and Guardians" in 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 the needs of the community, notify parents of events and send home specific all school events that involve all community.***

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. ***Most students primary second language is Spanish. The Annual notification is printed in English and Spanish. Staff on campus are available to translate into Spanish if necessary, at any SSC, IEP, 504 or other counseling meeting. Endeavor/Voyager is 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 was held this year at MCSOS, PTC and MCIA. Input from the community, staff, and students was utilized during this process. Since many students have attended these sites, it is a welcoming place to meet for parents/families.***

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. ***Methods and instructional strategies that strengthen the academic program include: one-to-one engagement, small group instruction, frequent checking for understanding, technology integration, and opportunities for public speaking. The quality of learning time was increased with four pods being opened as opposed to just three. The fourth pod houses only female students, which now allows the pods to have fewer off-task behaviors and better engagement. Professional development is provided to all CAES staff and personnel who work with eligible children, at MCSOS.***

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, they indicate the students' status on the questionnaire 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. ***CAES / MCSOS Counselor, Mrs. Elizabeth Rodriguez, provides services to homeless students at (1) enrollment (2) during attendance monitoring and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (AB #1806).***

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 very closely with our graduating seniors to ensure they are applying and / or eligible for college and career pathways. Counselors present and provide the RTG "Registration to Go" presentations throughout the year. In addition, academic counselors work closely with students and teachers to determine eligibility for modified graduation programs. If students' goal is to return to their home district (not MCSOS) teachers and academic counselors work to assign proper courses.***

*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 few, if any middle school students at the facility, teachers individualize lessons and coursework to meet the needs of the students. There are opportunities to participate in public performances through essay and poetry contests. Students are able to compete at high levels at these events.***

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. ***Endeavor/Voyager does not have a (1)GATE, Gifted and Talented Education, Program, but provides enrichment opportunities in the form of poetry, speech, and essay contests. (2) Through great partnerships with two rotary clubs in Madera, the facility was able to get donations to purchase books and establish a library with many options for students to read. In addition (3) t computers for student usage. Students have access to these devices to increase their 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. ***There are limitations imposed by corrections department which are in place to ensure the safety of students, teachers, staff, and corrections officers. Continued conversations have created more opportunities for students to have access to technology, which will allow for online courses, and opportunities to extend learning beyond the classroom.***

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.

There are limitations imposed by corrections department which are in place to ensure the safety of students, teachers, staff, and corrections officers. Continued conversations have created more opportunities for students to have access to technology, which will allow for online courses, and opportunities to extend learning beyond the classroom. Teachers and academic counselors work quickly to contact home districts to support students being enrolled in appropriate courses. Even though the graduation requirements are different, every effort is made to ensure students will not fall behind, make progress toward graduation, and be able to graduate with their class.

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 are different, every effort is made to ensure students will not fall behind, 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.

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 services, including academic counseling, academic presentations, presentations on health from public health department, as well as alcohol/drug counseling. In addition, and 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 school, not operated through CAES Division, the respective schools will follow up with students. 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 the student. Since the Foster/Homeless Youth District Coordinator 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 their 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 any establish partnerships with local businesses. However, academic counselors work to ensure graduates have completed FAFSA applications and community college registration. Rotary clubs provide regular presentations to students in the cadet academy, covering various topics to develop job-ready skills.***

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. ***Limitations imposed by corrections department make parent involvement challenging. Additionally, the high transiency rate of students with short sentences, make on-going parent participation 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 of progress or concerns in the class, and are also included in 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. ***LEA is working with corrections department to provide more opportunities to explore career technical education. Given the proximity of other CAES sites, it is possible to create viable options for incarcerated students.***

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 PTC, a CAES school, have a probation officer on-site which assists in supporting the needs of students without having to miss school. Behavioral health counselors and the school psychologist can also meet with students on campus. The proximity of juvenile probation office allows for students needs to be met without the burden of needing 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 are informed of students' academic needs, along with the commander for the facility. Regular communication among administrator, teachers, and corrections staff ensures students' needs are met.***

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. ***Students are able to transition to schools within MCSOS which offer options, including independent study and seat-time classes. In addition, students can access career technical education courses, elective courses, and the choice to take on-line courses.***

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. ***Teachers are provided professional growth opportunities throughout their careers. MCSOS provides all-staff professional development days for CAES teachers and staff. In addition, staff can access PD through MCSOS, other districts, or educational agencies.***

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 from the beginning of their careers, throughout their careers and through advancement opportunities. Examples include ELD, CCSS, Human Trafficking, Relationship and Team Building, Student Behavior, STEM, Conflict Resolution, Restorative Justice, Reading Intervention, Professional Learning Communities and Independent Studies / Charter School Compliance Training.***

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 also receive the same opportunities for professional growth and development. All teachers are encouraged to enroll in MCSOS sponsored preliminary administrative services credential program, which provides extensive opportunities to analyze ongoing school improvement. The coursework prepares those educators who are interested in building capacity and becoming future leaders.***

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. CAASSP, CDE Dashboard results and Common Formative Assessments showed, very clearly, the areas of weakness and potential for growth. Teacher surveys displayed areas of interest and need for growth.***

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 that is targeted to the needs of the "whole" child; meaning, social and emotional, academic, physical and psychological needs that need to be addressed for true student success. Finally, as educators build their capacity within themselves to understand better, the pedagogy to become experts in content and delivery of instruction and facilitators on 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 our society develops, so must our education system to keep up with the demands of these changes. With that, the necessity to grow as an educator by attending regularly, professional growth opportunities, allows all professionals to opportunity to become better equipped to ALL support student learning and achievement.***

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. ***Data drives instruction and so should professional growth. Evidenced-based best practices should also drive the decision making***

process in which / what strategies should be implemented into a school system. 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 entire 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 were given the opportunity at the beginning of the 2018-19 school year, their priority list of professional growth training. CAASSP results in ELA and Math, along with ELPAC scores from English Learners, indicated the necessity for target focus on improving student achievement. Finally, the CDE Dashboard from 2017-18 provided data in the indicators areas for immediate needs for improvement. As a result, the dedicated resources provided by MCSOS were direct support from Madera County Superintendent of Schools in Professional Development days allocated 5 times for the entire CAES division staff. Focus of PD was improving relationships with students, while being trauma informed. There was also a focus on reading and writing strategies, all while developing a "Ring" of strategies and resources created by and germane to CAES student learning and for teachers.***

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 coherent system of educator training and support by connectingMCS OS priorities and needs with 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 with relevant staff feedback and data results from assessments tied directly to the training.***

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 populations of students, training and professional development is determined by need by 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 a low performing, credit deficient and over 90%, socio-economically disadvantaged population. Title 2 funds will be utilized strategically to ensure the needs of our students are met with the 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 input meetings, SSC meetings, and staff surveys, describing exactly what teachers were requesting support.***

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools. ***Title 2 funding will be evaluated continuously on the results provided from multiple measures (CAASSP, Dashboard, Local Summative / Formative Assessments) and indicators.***

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 evaluated annually, the Title 2 – Part A activities and analyzes the data to modify for the following school year. Ongoing 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 meetings are held quarterly and WASC committee/ staff meetings on Tuesdays.***

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities. ***The LEA looks at and reviews needs assessments for its students via multiple measures and selects appropriate, relevant and meaningful professional development for 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? 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 meetings, LCAP, 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, including two rotary clubs.***

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107. ***Continue to explore how to safely increase the use of technology and career technical education with meaningful hands-on 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 4 will include developing and incorporating PBIS , trauma informed professional development for students and staff, and Drug and Alcohol Prevention Program and Presentations.***

Describe, if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109. ***Title 4A funds will be used for supporting the effective use of technology with the renewal purchase of the Odysseyware Online-Curriculum program and additional support for teachers utilizing the already purchased Chromebooks we have on our campus.***

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, positive results on our climate assessment surveys from staff, students and parents, decreased referrals, and greater range of enrichment activities.***