

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum 2023-2024**

LEA name:

Madera County Independent Academy

CDS code:

20-10207-0117184

Link to the LCAP:

(optional)

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

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

Note: Student Support and Academic Enrichment Grants for Madera County Independent Academy (MCIA) include Title I, Part A, Title II, Part A, and Title IV, Part A. MCIA does not receive Title I, Part D and Title III, Part A funding, therefore will not be addressed in this document.

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

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.

Madera County Independent Academy 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 for all students.

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 programs funded by 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 (<i>as applicable</i>) |

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 (<i>as applicable</i>) |

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 onsite 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 (<i>as applicable</i>) |

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 (<i>as applicable</i>) |

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.

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:

The staff of Madera County Independent Academy (MCIA) recruits, retains, and trains qualified educators for the purpose of educating students within the MCIA non-classroom-based charter school program as articulated in LCAP Goal 1, Actions 5, 9, and 12. Building capacity for all educators is an ongoing process throughout the school year utilizing a Late Start Professional Development Program implemented on a weekly basis for all staff. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (ie. Math pedagogy and instruction, SEL education, etc.) Furthermore, these identified actions lead to maintaining a positive learning environment for all students and staff.

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. **MCIA students are taught by qualified teachers. Additionally, MCIA students are predominantly 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)

Madera County Superintendent of Schools Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all MCIA classrooms. MCIA administrators and program director will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers. MCIA is a non-classroom based independent study charter school and all students have direct access to Common Core State Standards-aligned curriculum in all core areas. All MCIA staff review curriculum to ensure alignment to the Common Core and work with educational partners to gather both relevant input and feedback during the curriculum selection process including the School Site Council. Final curriculum selections are presented to the Madera County School Board of Education for public hearing and adoption.

Facilities are formally inspected on an annual basis, and as needed when problems arise throughout the year. Results of those inspections are documented in a Facilities Inspection Tool (FIT), maintained, and further reported annually on the School Accountability Report Card (SARC). SARCs are posted to the district website for access by all educational partners. MCIA has a deferred maintenance plan for maintaining all systems of the physical school plant and necessary repairs and improvements are completed either according to the maintenance plan or as needed should repairs become necessary sooner. For the purposes of this document, no disparities were identified at this time.

Describe how the LEA engaged educational partners in its process for identifying strategies for addressing discovered equity gaps.

The LEA engaged partners beginning with an informal enrollment survey for all new parents at the beginning of the school year and for all new enrollees during the year. Educational partners are also encouraged to share suggestions and concerns with school staff members whenever needed during the year, and parents can provide said feedback regarding the educational program in writing. Educational Partners are solicited for participation on formal councils and committees such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Educational partners are provided with LCAP family survey opportunities to share feedback of MCIA systems that address equity gaps for all students.

*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:

The LEA has clearly defined the needs, and plans for addressing said needs, in Goal 3, Actions 1-4. The MCIA staff considers parents and families invaluable equal partners in the educational process for MCIA students. Their collective input and participation with the MCIA program continuously provide for a broader view of the successes and challenges of the program. Parent engagement comes in many forms including formal and informal practices. Such methods include parent meetings and conferences, parent participation in school activities and trips, parent leadership on committees such as School Site Council and English Learner Advisory Committee. Teachers and staff utilize other means of engagement including ParentSquare, PowerSchool, email and phone communication, grade reporting, and school to home mailings.

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 proactive in giving ample notice to parents for participation in the input gathering process. Educational partner input meetings were held for MCIA including students, staff, and community members in this process. The Parent and Family Engagement Policy was evaluated by the School Site Council for CAES schools and adopted for this school year.

Describe how the LEA will aid 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 entries. Parents work directly with MCIA educators to improve the achievement of their children. Parents meet with a school counselor at enrollment and are provided with an overview of the MCIA program. 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 members outline the technology expectations in the CAES Student 1:1 Handbook and MCIA Parent Handbook. Finally, any inquiries regarding parent/guardian involvement for Foster Youth are directed to the CAES Foster/Homeless Youth Liaison. The county-wide Foster Youth Services Coordinating Program (FYSCP) offers monthly Parent Connection workshops that include topics in digital literacy. Parents are given information on various digital platforms used by MCIA students, the student information system/parent portals to view their child's grades and attendance, tips for using technology, and parents are provided 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 for parents to participate in educational partner meetings and formal committees and encourage input on increasing support to students and families. Parents are encouraged to attend Student Appreciation Assemblies to recognize student achievement. CAES academic counselors provide workshops in English and Spanish on various topics of interest to families. MCIA staff provide parent learning opportunities for helping their children with curriculum while on independent study.

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 staff provides a copy of the Annual Mandatory Notices for Parents and Guardians and Parent Handbook to parents, both of which are translated. ParentSquare is used for keeping educational partners informed of school program information on a more weekly basis in addition to phone messages and mailers 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 educational partner meetings and formal committees encourages 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. MCIA staff will hold various parent involvement opportunities throughout the year to provide parents academic and social support for their children.

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 interpret 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. All school reports including LCAP and SARC are printed and translated into Spanish. PTC staff will also use virtual meetings as an option when needed to increase access for students, parents, and guardians.

Describe how the LEA will align parent involvement required in this section with the LCAP Educational Partner engagement process.

Parent involvement and educational partner engagement is an ongoing process and is incorporated into the 2023-24 LCAP in many ways. Prior to the 2023-24 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 all Pre-K through 8th grade students, 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 using Google Docs. Phone calls are also made to families to obtain 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:

Per the 2022 California School Dashboard data, MCIA students are 83.1% Socioeconomically Disadvantaged, 16.9% English Learners, and 0% Foster Youth for the 2021-2022 School Year. As stated in the MCIA LCAP, Goal 1, Actions 1, 2, 4, and 5, federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistants for classroom instruction, formative assessments including i-Ready and Las Links for monitoring student learning for SED and EL students.

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 but are not limited to one-to-one engagement, small group instruction for designated ELD, Academic Acceleration classes to address skill and 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 additional student needs. An RSP teacher and

Instructional Assistants provide support to meet academic needs of all students including 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 were selected based on staff interest 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 students get credit for all satisfactorily completed coursework.

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

MCIA staff 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 becoming 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.

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

MCIA does not have a Gifted and Talented Program but provides enrichment opportunities in the form of external learning field trips to educational and cultural awareness locations. The MCIA academic program includes a 1:1 device program and incorporates technology to increase academic achievement and digital literacy skills. Students are also offered hotspots for internet connectivity as needed. Although federal funding is not used for building the school library for MCIA students, all students participate in the Accelerated Reader program funded using other resources.

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:

Professional growth for all staff members is a key principle in the foundation for student achievement and school improvement for MCIA, and actions to directly contribute to both are articulate in the MCIA LCAP specifically Goal 1, Actions 2, 5. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the MCIA program.

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. Additionally, 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 opportunities outside of the MCSOS organization. Staff from the MCSOS Educational Services Division provide pedagogical and curriculum support. Teachers are also encouraged to enroll in the MCSOS-sponsored Preliminary Administrative Services (PASC) Program "Bridges to Leadership" for those interested in future leadership roles as administrators.

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 throughout their careers including topics such as, but not limited to: ELD, CCSS, Human Trafficking Prevention, Relationship and Team Building, Student Behavior, SEL, Conflict Resolution, Restorative Justice, Strengths Finder, Reading Intervention, Professional Learning Communities, and Independent Study/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. As MCIA is overseen by a Program Director, training is also available to those educators who are interested in building capacity and becoming future leaders. All other school leaders are encouraged to enroll in the MCSOS sponsored preliminary administrative services program, as many teachers have previously been successful. Administrators with a preliminary administrative credential can clear their credential through MCSOS' partnership with the Fresno County Superintendent of Schools.

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 at MCIA is 1) Student assessment scores and 2) Staff Surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators, illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas this year, particularly in Math.

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

A professional learning system demonstrates to students that all teachers are life-long learners. PD targeted to the needs of the "whole" child includes social-emotional, academic, physical, and psychological needs addressed for authentic student success. Educators can build capacity to better understand pedagogy and improve delivery of instruction as facilitators 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 compete with the demands of these changes. The need to grow as an educator by attending regular, professional growth opportunities continuously allows all professionals opportunities to become better equipped to 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 professional growth. Evidence-based best practices drive the decision-making process in which/what strategies should be implemented into a successful school system. Programs alone cannot close an achievement gap and should not be the driving force behind the decision-making process but all educators working together make for a far more successful program.

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 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 areas of growth.

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 to provide input on professional growth 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 7:30–9:15 a.m. for staff training, peer collaboration, academic data disaggregation, i-Ready trend analysis and other collaborative opportunities.

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 MCIA students to 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 similar 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 predominantly low performing, 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.

Describe how the LEA meaningfully consults with educational partners (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 meets with staff, educational partners (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 usage 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 educational partners (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 educational partners (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) via educational partner input meetings, surveys and ongoing PLC-format meetings that welcome and encourage input/feedback regarding the MCIA program.

Explain how often the LEA meaningfully consults with these educational partners.

LCAP educational partner meetings are held throughout the year, SSC/ELAC meetings are held quarterly, and PLC/staff meetings are held regularly on Fridays during the Late Start Professional Development Program time.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs,

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 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:

MCIA develops students academically by providing a technology rich program where every student is part of a 1:1 Chromebook and hotspot program. Teachers are provided smart devices for use in their classrooms as part of the educational program. MCIA staff also believe in recognizing students for academic and behavioral achievement during the year as well. These commitments to students are explained in Goal 1, Actions 8, 9, and 10; and Goal 2, Actions 1, 2, and 9.

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 educational partner feedback are utilized throughout the school year and input from staff members is obtained during PLCs, SSC/ELAC, LCAP, DELAC meetings etc. Staff surveys are used as well as Parent/Student Surveys to analyze and discuss information that aids the decision-making process for the benefit of the students in the MCIA academic program.

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. Madera County Behavioral Health, Madera County Public Health, Madera County Probation Department, 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 Program and has included enrichment field trips such as the Fresno Chaffee Zoo and Fresno Grizzlies Organization.

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, Part A 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, and purchase of replacement 1:1 computers for students as needed.

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 program effectiveness 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 increased offerings of the Pre-K-8 program.