

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

LEA name:

*Madera County Superintendent of
Schools (MCSOS)*

CDS code:

20-10207-0000000

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 Superintendent of Schools (MCSOS) include Title I, Part A, Title I, Part D, Title II, Part A, and Title IV, Part A. MCSOS does not receive Title III, Part A funding, and therefore will not be addressed in this document.

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.

MCSOS 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 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 (<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).

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.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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:

MCSOS recruits, retains, and develops qualified educators for the purpose of educating students within the Juvenile Hall school program as articulated in LCAP Goal 1, Actions 1, 2, 4, 12, and 15. 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. Focal points of this program include student academic achievement data review and monitoring for all students, professional learning for programmatic areas of need (i.e. 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. **All Endeavor/Voyager incarcerated youth are taught by experienced teachers in Alternative Educational Placement Settings. All students attending Endeavor/Voyager are classified as Socio-Economically Disadvantaged and qualify for the Free-and-Reduced Lunch Program.**

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

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

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

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

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

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

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions / services included in its LCAP for Priority 1 - Basic Services)

Madera County Superintendent of Schools' Human Resources Division is responsible for recruiting and retaining qualified and effective teachers for all Endeavor/Voyager classrooms. Administrators and principals will continue to work collaboratively with Human Resources personnel to ensure appropriate assignment and equitable distribution of experienced and qualified teachers takes place. Endeavor/Voyager students have direct access to Common Core State Standards-aligned curriculum in all core areas. All Endeavor/Voyager 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 inspected formally 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. Endeavor/Voyager has a deferred maintenance plan for maintaining all systems of the physical school plant. 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. 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 on Endeavor/Voyager systems that address equity gaps for all students. No equity gaps were identified during the educational partner 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:

The LEA has clearly defined the needs, and plan for addressing said needs, in Goal 1, Actions 4, 7, 10; Goal 2, Actions 4, 5, 7; Goal 3, Actions 1-6. The Endeavor/Voyager staff considers parents and families invaluable equal partners in the educational process for students. Their collective input and participation with the educational 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 conferences, 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 this year giving ample notice for participation in the process of providing input. Meeting notices were posted at each site and were also shared via ParentSquare to maximize parent and family participation. Meetings were held at various sites and times to increase opportunities for attendance. MCSOS included students, staff and community members. Additional input was provided at the MCSOS Career Alternative Education Services (CAES) combined School Site Council (SSC), which also provided input and approval. All LCAPs are posted on the MCSOS website and accessible in English and Spanish. Parent and family engagement policies are reviewed and approved by the SSC and are sent home to students and families at the beginning of the year.

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

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

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

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

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 and parent training workshops, and such meetings include a variety of topics to support the academic success of their children. Teachers use ParentSquare to contact and inform parents of student progress, including Individualized Educational Plan (IEP) meetings, and invitations to community events, such as essay and poetry contests, as well as “Wreaths across America,” where students from the Cadet Academy participate. Parents and families are also invited to attend their child’s events.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Parents of incarcerated youth are invited to all CAES parent nights, activities, and events. Parents are also included in graduation ceremonies for their children when they graduate from the Voyager Cadet Academy. CAES academic counselors provide services to parents to assist with college matriculation and financial aid applications (FAFSA) for those students preparing to graduate from high school and matriculate to community college.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA sends all parent information via ParentSquare or mailer, in both English and Spanish.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

Endeavor/Voyager staff members are always available by phone or other means to answer and support the needs of the community, and to notify parents of events and send home specific all school events that involve the LEA. This year, ParentSquare is the primary parent communication tool for all CAES schools’ messaging needs.

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.

Endeavor/Voyager staff members provide a copy of the Annual Mandatory Notices for Parents and Guardians to all parents in English and Spanish, as well as a Parent Handbook.

ParentSquare is used for keeping parents 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 align parent involvement required in this section with the LCAP Stakeholder engagement process.

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

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 2021 California School Dashboard, Endeavor/Voyager students are 100% Socioeconomically Disadvantaged, 38.5% English Learners, and 7.7% Foster Youth. As stated in the MCSOS LCAP, Goal 1, Actions 1, 2, 3, 4, 8 and 9; Goal 2, Actions 4, 5, 6, 7 and 8. Federal funding is directed to meeting the needs of unduplicated students as mentioned above. These actions include Instructional Assistant 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.

Endeavor/Voyager is not a TAS school. However, methods and instructional strategies that strengthen the academic program include one-to-one instruction, small group instruction for designated ELD class, technology integration with Chromebooks and an Accelerated Reader Program to support literacy. The quality of learning time is increased with a mandatory acceleration intervention for all students below grade level as measured by i-Ready proficiency scores in ELA and Math. An Instructional Aide also provides support during the day for all students. Endeavor/Voyager provides enriched/accelerated curriculum through Edgenuity online curriculum. This curriculum also addresses the needs of any at-risk youth who are not meeting academic progress by providing a credit recovery pathway. Professional Development (PD) is ongoing and provided to all staff members in topics including ELA, ELD, Social-Emotional Learning (SEL), technology integration and Mathematics.

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

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

Endeavor/Voyager is not a Targeted Assistance School (TAS).

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

A MCSOS academic counselor provides academic guidance and counseling services to Homeless students at enrollment to ensure appropriate courses are assigned. All students are evaluated to determine possible qualification for modified graduation track per state requirements. The academic counselor continues with academic services through regular meetings with students to monitor attendance and provide feedback on progress toward graduation. Students preparing to transition back to their districts of residence meet with their academic counselor to receive updated academic progress and referral to FY/H Liaison at their respective school sites. Students preparing to graduate from high school receive assistance for college matriculation and completion of financial aid documents, as well as information and assistance post-secondary options. These services are provided in coordination with the LEA under the McKinney-Vento Homeless Assistance Act. Homeless students are identified through a residency questionnaire and by staff referrals throughout the year. The school psychologist makes monthly phone calls to ensure student attendance and to identify areas of academic and social-emotional concern. Referrals are made when necessary. Monthly parent workshops are held where parents receive information regarding topics such as the Special Education referral, McKinney-Vento rights, how to support the social-emotional wellbeing of their child, Human Trafficking Prevention, etc. All homeless students are invited to participate in quarterly post-secondary preparation workshops and college/university field trips. Part of the Endeavor/Voyager Programs includes an Aftercare Liaison who tracks students back to their Districts of Residence after their periods of incarceration to ensure students are reengaged back into their respective schools and are having all needs met through their current school staff members to assist these students in being successful toward meeting graduation requirements. This liaison role also assists parents to connect with services such as but not limited to mental health, educational resources, and medical services to name a few.

Student Transitions

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

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

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Academic counselors work closely with graduating seniors to ensure they are applying and/or are eligible for college and career pathways. Counselors present and provide Registration to Go (RTG) presentations throughout the year. Academic counselors work closely with students and teachers to determine eligibility for modified graduation programs. Teachers and academic counselors assign appropriate courses for all students to ensure meeting high school graduation requirements of their respective home districts. Academic counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable – **N/A**

Middle grades to high school, if applicable.

Although there are few middle school students at Endeavor/Voyager, teachers individualize lessons and coursework to meet the grade level and proficiency needs of each student. High school students are provided courses to meet diploma requirements and are given credit recovery work to make-up deficient credits. There are also external learning opportunities to participate in public performances such as essay and poetry contests which support social-emotional learning.

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

Students receive assistance in completing financial aid applications and matriculation in local community college. Academic counselors invite guest speakers to present information on topics of interest to students, including Grizzly Academy, Job Corps, and other organizations.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Formal Agreements

ESSA SECTION 1423(2)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Collaboration with Madera County Juvenile Probation allows for the physical and social-emotional safety of students, teachers, staff, and probation officers. Agreements in place address the technological needs for academics, as well as opportunities for students to participate in learning opportunities, community events, and athletic competitions beyond the scope of the facility program.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Madera County Juvenile Probation has measures in place to ensure the safety of all students, teachers, staff, and probation officers. Continued conversations have created increased opportunities for students to have access to technology, which allows for online courses and extended learning beyond the classroom. Teachers and academic counselors work to contact home districts to support students enrolling in appropriate courses. Even though graduation requirements are different, every effort is made to ensure students will not fall behind academically but continue to progress toward graduation with their classmates upon return to their districts of residence.

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 to contact home districts to support students enrolled in appropriate courses. Even though the graduation requirements vary contingent on home district, every effort is made to ensure students continue to make progress toward graduation and be able to graduate with their class. Records are requested from, and sent to, home districts quickly. Since many students attend schools operated by MCSOS Career

Alternative Education Services, academic records are accessed without negatively impacting students despite their transiency. Academic counselors ensure that interested seniors complete the State Center Community College matriculation process and complete the FAFSA.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

If a student returns to a home district outside of the Madera County Superintendent of Schools organization, an Aftercare Liaison, who is a MCSOS employee, will follow up with the district of residence to ensure student enrollment. Students returning to a CAES school receive uninterrupted services, as established relationships with behavioral health, public health, probation, and an on-site school psychologist are available to support the academic and social-emotional needs of the student. Since the Foster/Homeless Liaison is also a CAES

academic counselor, services are immediately available to all qualified students. Services for students with IEPs will many times continue with the same teacher, as they are already part of the RSP teacher's caseload.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Currently, there are not many established partnerships with local businesses. However, academic counselors work to ensure graduates have completed their FAFSA applications and community college registration. Rotary clubs provide regular presentations to students enrolled in the Cadet Academy, which cover various topics to develop job-ready skills. A grant was received that was written in collaboration with Madera County Juvenile Probation and the Madera County Arts Council. Funds from the grant are used to supply students with arts supplies for art classes. Aside from the skills learned to become an artist, students will benefit from the social-emotional aspects of art.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Collaboration with Madera County Juvenile Probation and MCSOS continues to explore opportunities to increase parent engagement, as it will benefit students' academic progress and behavior. The high transiency rate of incarcerated students, combined with shorter sentence time (24 days on average), make on-going parent participation more difficult. With familiarity of other CAES programs, parents have opportunities to participate in formal committees and stakeholder meetings. Parents are contacted by teachers, who inform them of student progress or concerns in the classroom as well as being invited to any scheduled IEP meetings.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

The LEA is working with the corrections department to provide more opportunities to explore Career Technical Education pathways. Given the proximity to the other CAES educational sites, it is possible to create viable options for incarcerated students. An Introduction to Welding Course using virtual welders provides students with hands-on experience, and the course will increase interest in students accessing Career Technical Education courses upon returning to their home district or CAES schools. CAES also utilizes an academic counselor to serve as a halftime Aftercare Specialist Liaison for all incarcerated youth who exit Juvenile Hall and return back to their Districts of Residence. The Aftercare Specialist Liaison's role is to assist students enrolling back into their districts as well as ensuring each student has support in their work toward graduation. Some of the tasks needed is connecting with new academic counselor, help coordinate intervention needs and other academic and SEL support structures as needed.

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 enrolling in Pioneer Technical Center from the Juvenile Detention Center have an on-site Probation Officer that assists in supporting students' needs without students having to miss school. Behavioral health counselors and a school psychologist can also meet with students while remaining on campus. The proximity of the Madera County Juvenile Probation Department being in the same parking lot allows for student needs to be met without the challenge of requiring additional transportation.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program. **Students can transition to charter schools within the MCSOS system where independent study is offered. Students can access Career and Technical Education, and other electives, and many on-line course offerings within the charter school.**

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 Endeavor/Voyager, and actions to directly contribute to both are articulated in the MCSOS LCAP, specifically Goal 1, Actions 1, 5, 6, 14, and 15; Goal 2, Action 8. Professional development opportunities are scheduled for all staff and teachers are encouraged to additionally attend conferences and professional growth seminars outside of the Endeavor/Voyager 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.

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, 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 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 receive the same opportunities for professional growth and development. As Endeavor/Voyager 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 Credential (PASC) 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 Endeavor/Voyager is student assessment scores and staff surveys. CAASSP, CDE Dashboard results, along with i-Ready ELA and Math assessments used as local academic indicators and illustrate the areas of need and growth potential. Teachers provide input on areas of interest and need for growth in specific curricular areas.

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 include 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 societal 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 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 staff members were given the opportunity to provide input for professional growth opportunities. i-Ready results in ELA and Math, along with ELPAC assessments for English Learners, indicated the need for targeted focus on improving student achievement. Resources were provided by MCSOS in the form of professional development days scheduled throughout the year. Endeavor/Voyager 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 Endeavor/Voyager priorities with the needs of Endeavor/Voyager 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 current systems of professional growth and training with relevant staff survey feedback and data results from ongoing student 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.

All Endeavor/Voyager students are considered low performing, socio-economically disadvantaged, and mostly credit deficient. 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.

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 annually monitors and evaluates Title II, Part A activities and analyzes 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 Endeavor/Voyager programs.

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, and activities.

The LEA conducts, 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:

Endeavor/Voyager develops students academically by providing a technology rich program where every student has access to technology as part of the learning process. Teachers are provided smart devices for use in their classrooms as part of the educational program. Endeavor/Voyager 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 2, 3, 5, 8, 9, and 11; Goal 2, Actions 4 and 6; and Goal 3, Actions 2 and 5.

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 analyzed and discussed during PLCs, SSC/ELAC, LCAP, DELAC meetings, etc. Staff surveys are used as well as Parent/Student Surveys to obtain information that aids the decision-making process for the benefit of the students enrolled in the Endeavor/Voyager 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, including two rotary clubs. Academic counselors also work closely with staff from the local community college to facilitate college registration, and completion of financial aid documents.

Describe, if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107.

The LEA will continue to explore how to safely increase the integration of technology with support from MCSOS Instructional Technology (IT) staff and GoGuardian to monitor safe access to meaningful Career and Technical Educational opportunities.

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

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

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

Title IV funds will be used for supporting the effective use of technology with the purchase of the Edgenuity online-curriculum to supplement the course offerings at Endeavor/Voyager and provide additional support for teachers and purchasing and utilizing class sets of chromebooks.

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

Evaluation of program effectiveness includes indicators such as increased student achievement, higher student engagement and attendance, positive responses on PTC climate assessment surveys from staff, students and parents, a greater choice of enrichment activities/destinations for students and increasing CTE pathways offered at Endeavor/Voyager.