

# LCAP Federal Addendum Final 2021

## Instructions, Strategy, and Alignment

### 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 user(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The district primarily utilizes federal funds to supplement and enhance student literacy and social-emotional needs through instructional support and comprehensive professional development of teachers. Funding also provides supplemental materials and supplies to support aligned instructional strategies within and beyond the school day.

1. Development and Implementation of Units of Study for English Language Arts/English Language Development and Mathematics. In addition, the development and implementation of units for Next Generation Science Standards (NGSS)
2. Professional Development on Impact Teams which is a model that provides the processes to build teacher expertise and increase student learning through formative assessments and collaborative inquiry
3. Multi-Tiered System of Supports (MTSS), and Social and Emotional Learning (SEL), Peer Coaching and Technology proficiency
4. Digital Gateway Chromebook technical and professional support for technology skills and integration
5. K-3 Early Literacy focus for inclusion, prevention, and intervention with grades 4-6 intervention support moving from pull-out replacement model to a push-in differentiated model
6. College and Career Initiatives through expanded Career pathways, Counselor and Guidance Coordinator support, a-g readiness, and AP courses
7. Student and family support including behavioral and medical services

English Learner services are provided through classroom instructional support and coaching on the new ELD framework, early literacy, and support for integrated and designed ELD. Supplemental materials at the sites include supplemental supplies, library student resources, and books/eBooks. In addition, software licenses are provided to support secondary credit recovery and elementary literacy initiatives along with leveled readers. All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. Schools Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation protocols and annual program/budget review.

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## Alignment:

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

Madera Unified School District has ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning is circular in nature and is continuous. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds.

## Title I, Part A

### 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).

Based upon the information gathered from parents, family members, school sites, and the District, it has been determined that we will invite those stakeholders to attend (3) meetings to jointly develop the Comprehensive Support and Improvement (CSI) Plans and the Additional Targeted Support and Improvement (ATSI) Plans for each school site that met the criteria for CSI/ATSI. At the first meeting, we will go over all of the information and jointly develop the plans. Once we gather the input of these stakeholders, the district staff will produce it in a comprehensive and organized format. The second meeting will be for the schools and district office staff to present the plans to those stakeholders. Feedback will be given to the schools and to the district staff. They will go back and incorporate the changes and feedback into the plan. The third and final meeting will be to review the plan and approve it for submission. If additional changes are needed then additional meetings will be arranged.

Madera Unified effectively shares information and solicits parent input in decision making from parents whose students attend a CSI, TSI, and ATSI school through a variety of means, including but not limited to automated phone calls, email, a monthly school newsletter, school website, and monthly Principal's Coffee. Madera Unified School District utilizes DAC, ELAC, DELAC, SSC, PAC, and PTA meetings to gather input and distribute information to parents about our CSI, TSI, and ATSI school plans. Since approximately 75% of families speak Spanish as their primary language, Madera regularly sends school-wide communications in Spanish as well as English so that information is accessible to all families.

MUSD uses a variety of ways to collect input from stakeholders about how to improve academic achievement. The school has conducted surveys of parent, teacher, and student groups. In the spring of 2019, students were given a survey that gave them an opportunity to have input in the LCAP areas. Highlights from the results of this survey include instructional strategies that the majority of students marked as helpful. The majority of students report examples/non-examples,

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step-by-step instructions, teachers modeling responses, teachers providing examples of what work should look like, and group work. 80% of students report that they feel safe everywhere on campus. When asked about why students feel they struggle 61% reported that they do not understand what they are learning. Other areas that students suggested improvements in were better equipment and computers, more restrooms, better desks and chairs, and better school lunches.

Teachers were given a survey to indicate what they thought were the essential instructional strategies and what areas they felt they needed more training in. Teachers identified lesson components such as lesson objective/learning targets, activating prior knowledge, checking for understanding, and group discussions. Common requests for training included group and discussion training, formative assessment training, and classroom management training.

In addition to the teachers' survey, a root cause analysis was conducted with both school and district staff members. In this activity, the root cause of Mountain Vista's graduation rate of 63.2% was analyzed, which is below the 67% required by the state of California in order to not be in Comprehensive School Improvement. The root cause analysis found there are many factors that contribute to Mountain Vista's graduation rate. Some of these factors are within the control of the school such as ensuring that there are comprehensive multiple tiered systems of interventions for both behavior and academics. Other factors that contribute to the school's graduation rate such as the way students are classified in grades by age rather than by credits earned were identified as district-level factors.

Parents are given surveys as part of our SSC/ELAC parent meetings. Parents indicated what they felt their students need to be successful and also what parents need more information about to help their children be successful. Parents want more one on one help for students when they struggle. They also report wanting more individualized academic counseling opportunities.

Thomas Jefferson created a team to work alongside district staff and conducted a root cause analysis. For this activity the suspension rate of 17% at Thomas Jefferson was analyzed, the state average is at 3.5%. The root cause analysis found there are many factors that contribute to Thomas Jefferson's suspension rate, yet the factor the CSI team has selected as the focus is classroom management. Other factors such as Tier 2 interventions and student engagement areas of need.

A needs assessment was conducted with SSC and ELAC committees. Parents stated that they want their students to succeed here at Thomas Jefferson and beyond. They would like to learn how better

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

The need to support and strengthen parent engagement and school-community partnerships continues to emerge as a significant cornerstone of empowering Madera Unified School District (MUSD) parents to build student success. We know that parent engagement and community partnerships are essential for helping students achieve their maximum potential. In the past five

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years, (MUSD) Administrators, Teachers, and Other School Professionals have realized that educating students cannot be achieved by their efforts alone. Instead, it requires a collaborative effort with parents, communities, and other stakeholders.

Madera USD believes that an informed community will better support the goals, outcomes, actions, and services designed to promote students' success. To encourage 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), the district offers virtual online classes in partnership with the Parent Institute for Quality Education (PIQE), Project to Inspire, School Smarts, Coalition for Community Justice, and a network of nine Parent Resource Centers (PRC), that provide certificate-bearing classes, workshops in parenting skills and family health and wellness, English language comprehension, digital literacy, and civics, citizenship and an annual district-wide Parent and Community Engagement Conference. The actions and services designed to increase family engagement are deliberately written to include parents of at-risk students, and students with exceptional needs.

In response to the changing landscape presented by the COVID-19 outbreak, MUSD operated a centralized Call Center to field questions and concerns and help address and provide referrals to appropriate community agencies, programs, or resources to help maintain an inclusive caring and supportive school culture. The Call Center was an essential service to our parents, caregivers, and community stakeholders and has recorded over 58,033 calls during the period of March 2020 through January 2021. During the 2020-21 school year, the Call Center expanded its service hours to operate within non-traditional hours (8 AM to 7 PM) to support working families. The Call Center helps parents with all things related to COVID-19, Internet Access, Student Care Call support, and provides information and referrals to student virtual learning, emergency resources, and essential services such as:

- Local Food Distribution/Food Banks
- Distance Learning Resources
- Student Online Registration
- Low-Cost Internet Programs
- Student Care Calls
- Emergency Shelter
- Verification of Student Enrollment
- Parent Square / Parent Portal
- Energy Assistance Programs
- Referrals to Community Agencies
- Public Housing and Section 8
- Unemployment Support

MUSD collaborates with administrators, teachers, community partners, and contracted providers to offer information and resources that address state and district academic standards and assessments. School personnel, regularly facilitate specialized programs and workshops, to make parents aware of the critical academic skills children will learn in English/Literacy, and Math, in Kindergarten through High School. Reading Intervention Teachers, as well as Teachers on Special Assignments, are deployed to each elementary school to support students struggling with

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Reading. School-based family math and literacy nights are hosted at primary schools, and specialized math intervention sessions are available for students struggling with math. Parents are provided with information on the use of the Aeries Portal to access grades, attendance, and demographics in a concise friendly format. Schools provide quarterly progress reports. Parents are afforded the opportunity to a face-to-face first-semester conference with teachers, and a second semester as the needed conference is also scheduled with parents. Students with IEP's are provided quarterly progress reports to certify goals are on target. Training is also available for parents on middle and high school requirements through counselors and the Parent Institute for Quality Education; such as school transcripts, social-emotional development of teenagers, A-G college course requirements, college financial literacy, and ways to support their students on the path to college and career. These parent engagement efforts prepare parents to foster a positive educational environment for children at home and allow parents to become the architects of their children's educational futures.

Parents play an integral part in the school decisions and assist with implementing school programs. District administrators and teachers routinely facilitate parent groups through multiple parent advisory boards, DELAC, ELAC, District Safety Advisory Committee, School Site Councils, and Migrant Education. In addition, MUSD continually educates current, and new administrators, teachers, and instructional support personnel, in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners. These practices allow parents to have a voice and builds strong ties between parents and the school.

MUSD, through the Department of Community Services and Parent Resource Centers, has developed a comprehensive community resource directory in collaboration with multiple community-based and local government agencies such as the Community Action Partnership of Madera County, Behavioral Health, Department of Social Services, Workforce Assistance, and other stakeholders representing state and federal agencies. The Community Resource Directory of Community Services is composed of resources stemming from cradle to adulthood that are relevant to emergency and essential resources within Madera County. The Directory is available in a digital or print format to serve parents, teachers, administrators, and the broader community. MUSD is taking the lead to update the Directory monthly to keep the information current to benefit our students and families with access to resources they can efficiently utilize on a continuum.

MUSD has developed a written Title I parental involvement policy with input from Title I parents. Input from parent surveys, school site council, and the parent-teacher association was used to give feedback to this policy. (School name) has distributed the policy to parents of Title I students. During enrollment, packets are made available to all grades. When parents pick up their enrollment packet, the Parental Involvement Policy and School-Parent Compact are part of the school handbook that is in the packet. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

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- The school offers a flexible number of meetings for Title I parents, such as meetings in the mornings or evenings. Parents are sent a ConnectEd and a flyer advising them of the different Title I meetings that are available for them to attend. School Site Council meetings are in the evening and ELAC meetings are in the morning.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is a standing item in all of the SSC, ELAC, and Booster Club meetings.
- The school provides parents of Title I students with timely information about Title I programs. Information about Title I programs is provided to parents through Connect Ed messages, letters sent home, during parent meetings (SSC, ELAC, and Booster Club), and during parent-teacher conferences.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessment

## **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.

TAS: The two TSAs Schools in CARS are private schools. Only one receives money from MUSD. NorD = N/A

Every school plan is closely aligned with the district's LCAP and includes several avenues of intervention for struggling students. This Multi-Tiered Support System (MTSS), is based on a Response to Intervention (RtI) model that continually assesses a student's progress and responds with appropriate interventions. The intervention and support staff at each school extends assistance in content areas and technology to support content acquisition. Also understanding that socio-emotional needs significantly impact learning, interventions are also provided to support improved behavior and to address social/emotional needs. The district has invested heavily in student assessment and data collection, and in training staff to use those data most effectively to immediately identify and address students' needs. The district has invested in ELD intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading levels for English Learners. We have also implemented assessment protocols, developed in consultation with the SELPA, that will use multiple assessments and reflect best practices for students with exceptional needs. The district recognizes the importance of its investment in professional development for all its teachers, in order to provide great first instruction, effective interventions, and effective supports to learning. A comprehensive professional development program, including the following, will be provided for personnel who work with eligible children:

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- Professional learning support and services to early education teachers, to help at-risk children be better prepared to enter school successfully;
- Contract with EL curriculum and instruction experts to provide professional development for ELD implementation;
- An Academic Coach (RTI) at each site to provide intervention services principally at-risk students;
- Behavior support training at all sites;
- Contract with curriculum and instruction experts, District Academic Coaches (DACs), to provide professional development in best practices for core content teachers and instructional aides;
- Provide newly hired teachers with district-created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs, and student engagement.

A comprehensive assessment plan based on multiple measures is used to identify student needs. Annual State assessments, Triannual NWEA MAP benchmark assessments, and Fountas and Pinnell reading assessments are used to illuminate student needs in English and Math. Local assessments begin in Kindergarten to inform early literacy needs so crucial to later success. In addition, our district screens all third-grade students for GATE identification. Other mandatory assessments such as the ELPAC and SBAC are scheduled as required and needed.

Conditions for student learning are addressed using the MTSS model with a variety of social-emotional support programs. These include additional monitoring and parenting supports; connecting students and families with community-based support programs such as food and clothing banks; and providing tiered behavioral supports such as Positive Behavior Intervention and Support and Restorative Justice.

## **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.).**

Madera Unified School District provides the following services to our homeless/families in transition (FIT) students:

Enrollment: Families self-identify during the online enrollment and a paper residency survey for preschool students. School sites notify the McKinney-Vento District liaison when a family reports being homeless and the certification process begins. School staff has been provided professional development regarding identifying homeless students and the educational provisions

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needed to be provided under the McKinney-Vento Act. School sites are aware that immediate enrollment is provided to our FIT students and follow that process for our FIT families.

Attendance: In order to assist with attendance, MUSD provides transportation to the school of origin for our certified families. If a bus route is not available, public transportation tickets are provided for the student to attend school.

Success: All K-12 schools have been provided with Chromebooks designated for our foster and FIT for any school work they need to complete. A Learning Hub/Cohort was developed and implemented at one of the elementary school sites to provide support for our foster and FIT students during the school closures due to COVID.

MUSD works with consultants who have experience with “at-promise” students and are familiar with is a retired school counselor, AB 1806 evaluations. They meet with parents and students at school or at home to explain AB 1806 and obtain the necessary signatures.

During the month of June, MUSD provides a summer STEAM camp. The target population of students is both foster and FIT. STEAM activities and swim lessons are provided. Breakfast, lunch, and transportation services for the students to be able to attend the summer camp are included.

School supplies including backpacks, PPE, and hygiene kits are provided to students and families on an as-needed basis. Students attended field trips to colleges and universities. In partnership with MCSOS, foster/FIT high school students were provided meetings regarding career information including FAFSA support.

Professional Development: Staff members from multiple disciplines such as academic counselors, family liaisons, student advocates, foster/McKinney-Vento. The Program Manager and other district administrators have attended various conferences addressing the education of homeless youth including, the NAEHCY conference. Professional development in trauma-informed practices has been made available to all school site staff.

## **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.

N/A

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

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- 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.

All 6th graders in Madera Unified go through a Career Exploration Curriculum (Imago) that allows them to preview all of the industry sectors and local pathways that are offered in Middle and High School CTE in Madera Unified. This platform allows students to see opportunities as they get into high school to make better decisions about their interests and futures. As a culminating project for the curriculum, all students go to a Career Pathway fair at Hatfield Hall where they interact with the high school CTE students, community and industry partners, and local colleges. This serves as an opportunity for them to ask questions and learn more about their interests through hands-on demonstrations. In August of 2020, we are opening opened a CTE-themed Middle School, Madera Technical Exploration Center that will implement Project Based Learning through a CTE lens. We have invested money the last 32 years in training staff on Project Based Learning and follow-up implementation meetings to get structures in place in lower grades so students transitioning to the new middle school have had prior exposure.

## **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.

Our school libraries have been given 1.9 million dollars within the last three fiscals from Title I district funds: \$400,000 for secondary sites and \$1,000,000 for our elementary sites and \$500,000 from Title IV for Cultural Diverse Books. Each group administered a needs assessment for their site's library. They met in PLC groups to discuss expenditures that were allowable and not allowable. The main focus was getting books in the hands of students and purchasing technology to develop the students' and librarians' digital literacy skills. Professional development from Madera County Superintendent of Schools and other outside agencies were also scheduled throughout the year to assure all of the materials were to be used as intended. The librarians will continue to meet in their PLC groups to maintain and improve academic achievement.

## **Title I, Part A, Educator Equity**

### **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

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being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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.

Madera Unified identifies 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 by utilizing the various data systems (Human Resources [Teacher Experience & Demographics], Student Information System [Student demographics and schedules], and self-developed data systems [Analytics]) available to the district for analysis.

Are low-income students taught at higher rates than other students by ineffective\* teachers? No. Please see below for a full explanation.

Are minority students taught at higher rates than other students by ineffective\* teachers? No. Please see below for a full explanation.

Are low-income students taught at higher rates than other students by inexperienced teachers? No. Please see below for a full explanation.

Are minority students taught at higher rates than other students by inexperienced teachers? No. Please see below for a full explanation.

Are low-income students taught at higher rates than other students by out-of-field teachers? No. Please see below for a full explanation.

Are minority students taught at higher rates than other students by out-of-field teachers? No. Please see below for a full explanation.

Full Explanation: Over the past years, the percentage of ineffective teachers has been below two percent district-wide, couple that fact, with the high percentage of low-income (88%) and minority students (92%) across the district, there has not been any statistically significant disparities of low-income or minority students being taught at higher rates by ineffective, inexperienced or out-of-field teachers. As of now, the trend is expected to be the same for the 2020-2021 school year.

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).

Should any disparities be discovered during the data analysis process, Madera Unified will refer to page 35 of Madera Unified's Learning Continuity and Attendance Plan for 2020-2021 available on our website. Continue to recruit and retain highly qualified teachers and support staff.

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

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Madera Unified engages stakeholders in its process for identifying student achievement strategies of discovered equity gaps by accepting feedback at our LCAP meetings, School Site Council meetings, English Learner Advisory Committee meetings, District English Learner Advisory Committee meetings, and Parent Advisory Committee meetings held at various times throughout the school year. Additional engagement feedback is accepted annually through a family survey and at any time via constituent services at the district office. Details of stakeholder engagement are detailed on Madera Unified's Learning Continuity and Attendance Plan for 2020-2021 available on our website.

## **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.**

The district provides a system of professional growth and advancement opportunities that are integrated with district and school-level plans for improving student outcomes.

New teachers participate in professional development activities designed to provide background knowledge, skills, and information in the areas of standards, technology, special education, and student engagement. The district utilizes District Academic Coaches and contracted consultants to provide professional development in best practices and content knowledge for classroom teachers. Teachers who are interested in leadership roles that extend their impact beyond the classroom have a number of options which include; 1) serving on site level leadership teams; 2) serving on district-level curriculum adoption and design teams; 3) mentoring new & beginning teachers, and 4) applying for District Academic Coach positions. For those interested in pursuing administrative roles, teachers may apply to participate in the Bridges to Leadership Academy. With financial support from the district, teachers are able to complete coursework and fieldwork requirements for their administrative credentials.

Professional learning for principals and other school leaders is integrated with the teachers' professional development. In addition, site leaders are provided professional learning that is specific to their roles; most recently, they have participated in training in the areas of improvement science, school leadership, professional learning communities, data analysis, school plan alignment, and implementing the school plan more strategically. Principals and other school leaders also attend professional learning opportunities offered out-of-district that are targeted to meet the particular needs of their school site improvement efforts.

Recognizing the impact that a strong professional learning program has on student achievement outcomes for all students including its most at-risk populations, the district has prioritized the allocation of LCFF, Title I, and Title II funds to support professional learning initiatives that are focused on targeted areas of need as determined by state and local assessment results.

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At the elementary level, district academic coaches research, develop, and deliver high-quality professional learning sessions and provide school-level coaching and support to administrators and teachers. For the 2020-2021 school year, the elementary Curriculum, Instruction, & Assessment Department had planned to provide professional learning sessions in the following areas: 1) 5-Day Science of Reading - Intensive Literacy Instruction for Grades K-3; 2) 3-Day Science of Reading - Grades 4-6; 3) Designated ELD: Intentional Planning & ELPAC Tasks; 4) Math Block & Math Routines; and Building Literacy through Science. In addition, through the use of contracted expertise and district academic coach support, the district intended to continue its efforts to provide intensive literacy training for the Tier III RtI TSAs assigned to each elementary school in the district.

However, as a result of the pandemic and the transition to a full Distance Learning instructional model, the professional learning focus had to shift to support teachers in the preparation for teaching in a virtual environment. The elementary Curriculum, Instruction, & Assessment team developed tutorials, curriculum resources, and delivered professional learning sessions, and provided ongoing coaching support for administrators and teachers in the following areas: Chromebook Rollout & Usage, Google Classroom, Seesaw, Zoom, Google Meet, Screencastify, Parent Square, Digital Curriculum for all Core Subjects, Student Engagement, Formative & Summative Assessment Strategies, Tier 2 Intervention Strategies, Designated/Integrated ELD, Lexia Core5, MAP Accelerator, MyOn, Guided Reading, and Illuminate.

At the secondary level, district academic coaches research, develop, and deliver high-quality professional learning sessions, facilitate course design teams to develop and revise a Guaranteed & Viable Curriculum for each core course and provide school level coaching and support to administrators and teachers. In 2020-21, there were adjustments made by the secondary Curriculum, Instruction & Assessment team due to the pandemic and Distance Learning. Course Design team revisions of courses already developed were modified to reflect the Distance Learning environment. For example, rather than revise unit 1 for the Math I course based on the implementation the previous year, the Course Design Team met to make revisions to Unit I to adapt to the Distance Learning format. Rather than meet for 1-2 days for revisions District Academic coaches met for a few hours and rather than having a full day “rollout” of revisions, “mini-rollouts” were conducted in one-hour spans with site PLCs individually or together when allowable. The development of the Math III, Math III Honors, social science courses, and ELD courses by the course design teams was modified and time was heavily redacted so that teachers could focus on transitioning to Distance Learning and to avoid disrupting the classroom environment as much as possible. Training for Reading Lab teachers in American Reading Company and School Pace was also modified to a virtual pdf format. Contracted expertise intended for math in the fall was revised and implemented in the spring in a virtual format as well.

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Additionally, in transitioning to a full Distance Learning instructional model, the professional learning focus had to shift to support teachers in the preparation for teaching in a virtual environment. The secondary Curriculum, Instruction, & Assessment team developed tutorials, curriculum resources, and delivered professional learning sessions, and provided ongoing coaching support for administrators and teachers in the following areas: Google Classroom, Zoom, Google Meet, Screencastify, Digital Curriculum for all Core Subjects, Student Engagement, Formative & Summative Assessment Strategies, MAP Accelerator, American Reading Company, Newsela, Gizmos, English 3D, Peardeck, Edpuzzle, FlipGrid, and Illuminate.

District professional learning efforts are supplemented by Title I funds allocated to the school sites, based on each SPSA's targeted plan for improvement. Professional learning efforts at the site and district levels are aligned to the district's LCAP

The district's system for professional development focused on providing each student with a high-quality education that results in students achieving at high levels. The district embraces a culture of continuous improvement where the cycle of assessment, planning, implementation, and evaluation is never-ending. As part of the district and each school's planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students.

In an effort to guide students on a path to College and Career Readiness, the district is pursuing a focus on Project Based Learning (PBL) Training and Graduate Profile: Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Unlike a mission or vision statement, a graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. Co-created with input from key stakeholders, this profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. The elementary Curriculum, Instruction, & Assessment team has attended training in the PBL and the Graduate Profile and is working within their respective content areas to develop training and support that will assist teachers in the implementation at the classroom level. The secondary Curriculum, Instruction, & Assessment team also attended training in PBL and the Graduate Profile and will begin with social science in developing and implementing it at the classroom level.

Madera Induction Consortium (MIC) Coordinator 75%: Our MIC coordinator supports our pre-credentialed and newly credentialed teachers during their first years of teaching. Through various activities, lessons, and presentations all of our new teachers are prepared to take care of our most valuable assets, our Students.

Madera Induction Consortium (MIC) Stipends for mentors: Monthly stipends are given to veteran teachers who support and guide our newly credentialed teachers. During the two years

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program, our veteran teachers assist with lesson planning, discipline in the classroom, time management, and professional development.

Pre Credential Teacher Support (PCTS) Mentors/Program: Monthly stipends are given to veteran teachers who support and guide our pre-credentialed teachers. Due to the shortage of teachers, school districts have had to recruit pre-credentialed teachers who have none or some teaching experience. This program was developed because of the lack of support that our pre-credentialed teachers were receiving. We put this support system in place because they were leaving the teaching profession and going on to other industries. Their mentors are there to guide them at their site with anything they might need from lesson development to where the copy room is located.

Project Based Learning (PBL) Training and Graduate Profile: Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Unlike a mission or vision statement, a graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. Co-created with input from key stakeholders, this profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. Until you identify and prioritize these competencies for your school or district.

## **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).

The district conducted an assessment of its ineffective, inexperienced, and out-of-field staff and found that no disparities exist among schools. Consequently, we have not identified a need to prioritize expenditures of Title II funds to schools. Our student population served by this section is almost equally distributed among schools, so Title II funds are used equally for professional development activities for all teachers. Districtwide, students with disabilities are our highest-need student group, and professional learning activities to meet their needs are provided to all teachers.

## **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.

Professional learning planning begins with an analysis of student data, an assessment of educator effectiveness, a review of progress on district initiatives, and data on the effectiveness of our professional development activities. Equity is a critical component of our improvement efforts, and the data from the California School Dashboard is used in conjunction with local data, such as

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Reading Inventory and NWEA, to identify areas in which our at-risk student groups are not meeting standard in ELA, math, English language development, behavior, attendance, or progress toward readiness in college or career. State and local data are also used to identify performance gaps between student groups and the district as a whole. Teachers, parents, and students are surveyed for their improvement ideas. Classroom observation data are reviewed, and conversations held among school leaders and their teams. From these data, the district constructs an assessment of the needs of our students, teachers, leaders, and school community. It is this needs assessment that informs and undergirds the following years' professional learning plan.

In examining data for student groups, results for Students w/ Disabilities indicate the need for support in Math and in decreasing the Suspension Rate and Chronic Absenteeism. Students in the Homeless Youth category are also being suspended at a higher rate than the general student population. In these areas, and others, the district has developed differentiated outcomes to close achievement gaps among all of our groups by raising the achievement of those who are struggling. The professional learning program described above includes literacy, mathematics, PBIS, and building teacher efficacy and is all intended to work to that end.

MUSD recognizes that the affective domain is critical to students' success and that any effective professional learning system must include a component that addresses socio-emotional and behavioral needs if students are to thrive. To this end, the district has made a significant commitment to training all staff in Positive Behavioral Interventions and Supports (PBIS). This is an ongoing commitment that involves all staff at all schools. The district has also provided teachers with training in Kagan structures to increase students' engagement in classroom learning activities. All teachers are surveyed annually and asked to indicate their greatest professional learning needs. The district then uses those data, along with other data described above, to determine a course of professional development for the coming year.

The district's system for professional development is focused on providing each student with a high-quality education that results in students achieving at high levels. The district embraces a culture of continuous improvement where the cycle of assessment, planning, implementation, and evaluation is never-ending. As part of the district and each school's planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students. This evaluation and needs assessment has generally occurred each spring as part of the plan development process. The district is currently consulting on developing a planning process and calendar that would involve the district and schools examining available data on a quarterly basis.

As part of the district's annual LCAP development process, all stakeholder groups, including teachers, principals, paraprofessionals, specialized support personnel, parents, including parents of English Learners and students with exceptional needs, and community partners are consulted on the plan. The professional learning activities on which they are asked to comment include Title II, Part A-funded activities. Additionally, educators, students, and parents are surveyed on how effective current professional development efforts have been, and what activities might be

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added or improved. Parents and teachers, along with students at the secondary level, are also consulted as part of the School Site Council meetings, where the district and school plans are reviewed for suggestions. Progress on professional development activities is also reported annually to the District Governing Board. As stated above, these activities have generally been once a year, and the district is considering a plan to engage in evaluation more frequently during the school year.

The evaluation activities described in the preceding paragraphs are inherently aligned, as all evaluation activities are targeted toward the district's LCAP goals, outcomes, actions, and services. The schools' goals, actions, and services are all aligned with the district's, so any evaluation of those is aligned with the district's overall evaluation. Each school's projected academic, behavior, and attendance outcomes are also aligned with those being measured by the district, including all appropriate goals from the California School Dashboard, and it is progress toward those goals that form the basis for the evaluation of Title II activities.

## **Title III, Part A**

### **Title III Professional Development**

#### **ESSA SECTION 3115(c)(2)**

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

In an effort to continue with the initiatives in the Master Plan for English Learner Success during the 2020-2021 year, Language & Literacy Department has prepared professional development opportunities. This year, an intentional focus has been placed on RFEP Monitoring to ensure that students who have reclassified continue to progress academically. The RFEP monitoring process shifted from a paper process to an electronic process. Site leaders were provided with multiple training dates and resources to support their teachers with performing the RFEP monitoring workflows in the Ellevation platform. We will continue to refine the RFEP monitoring process as needed and provide support to ensure that all students are progressing academically.

Additionally, during the 2020-2021 COVID-19 school year, the Elementary and Secondary Curriculum and Instruction departments continue to offer teachers opportunities for professional development. Included in the Instructional Continuity Plan 2.0 (ICP) is the Distance Learning Support PD menu that lists multiple professional development offerings available to teachers and covers topics such as navigating their remote classrooms, exploring best practices for distance learning, and improving communication and collaboration with colleagues and students. The selection of webinars or videos both district-created or collaboratively produced with our partners' content providers will be available and the teachers can participate on the dates and times that work best for them.

### **Enhanced Instructional Opportunities**

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## ESSA SECTIONS 3115(e)(1) and 3116

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

The district has anywhere from 250 to 260 immigrant students during a given school year. Many of our immigrant students are English Learners who have been born in another country whose parents come to the USA to work typically in the fields. For these students, most of the Spanish-speaking, we provide support to them as they adjust to a new school and community through the Newcomer Academy Program in grades 7-12. The Newcomer Program, although optional, is highly recommended for newly arrived students to help them transition to US schools as seamlessly as possible. At the Middle School level, students stay with the same teacher for four periods of the day then deploy to Physical Education and an elective course. In High School, the students are placed with the newcomer teacher for three periods. Board adopted and supplemental curriculum aligned to the Common Core standards and the ELD standards is used to support the language needs of these students with a gradual progression to our regular ELD Curriculum. The students are assigned to a specific counselor who builds relationships and guides them to ensure that they are assigned to classrooms that will be most supportive of their needs. Additional supplemental services provided to these students are laptops with access to translating apps and software, interventions during the school day, after-school tutoring and summer programs.

During the 2020-2021 school year, immigrant children will continue to be provided with equal instructional opportunities as all other students. Additionally, the Migrant Education Program provides support to immigrant students and families. The Migrant Education Program focuses on five major themes to close the gap between migrant and non-migrant students: 1) Standards and Assessment, 2) Teaching and Learning, 3) Professional Development 4) Partnerships among schools, parents, families, and communities, and 5) Funding and Governance.

## **Title III Programs and Activities**

### ESSA SECTION 3116(b)(1)

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

At the elementary level, English learner students at all proficiency levels receive a minimum of 225 minutes of designated ELD instruction per week. Each teacher/grade level has the option of either deploying students by proficiency level or each self-contained teacher provides designated ELD to English learners based on proficiency levels.

At the Middle School and High School levels, all English learner students receive one period of Designated ELD daily for approximately 55 minutes per day by proficiency level. The bell schedule was modified for 2020-2021 to adjust for the Distance Learning format to 90-minute

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period block. Students received 90 minutes of Designated ELD twice a week. Secondary newcomers have the option of participating in the Newcomer program which provides additional time with substantial support to learn the English language.

The staff delivering Designated ELD are equipped with the knowledge to recognize the needs of EL students and adapt curriculum and instruction as needed to meet the student needs. The ELD standards along with the state-adopted curriculum are used in Designated ELD. ELD instruction is supplemented with computer-based language software and supplemental materials to provide additional targeted individualized instruction. At both the elementary and secondary levels, Designated ELD is supported by District Academic Coaches (DACs) who engage teachers in ELD unit design for ELD lessons, lesson planning, modeling, coaching, and research-based best practices.

To supplement the core, English learners are provided with opportunities to participate in programs and activities to support and achieve proficiency in English. We recognize, based on our student data, that many of our English learners struggle with literacy. In light of this, EL students are provided with summer school that focuses on literacy using American Reading Company at both the elementary and secondary levels.

## **English Proficiency and Academic Achievement**

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

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

- A. achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and**
- B. meeting the challenging State academic standards.**

## **Achieving English Proficiency**

The district will ensure that elementary and secondary schools assist English Learners in achieving English proficiency through various resources and tools that house student data. We have a variety of tools that enable the district and school sites to access achievement data on ELPAC, CAASPP, and local assessments to make the informed instructional and programmatic decisions for English learners. Aeries, Illuminate, the Dashboard, Ellevation, and the AIMS systems are available to all staff to look at multiple data points. to help make informed decisions. These data systems help to identify students who are not making expected growth to students who qualify for reclassification. At the beginning of the school year and as needed during the school year, school sites access and review the data., A resource available in Milestones and in Aeries is the RFEP Tracker which is a goal-setting form that is prepopulated with each student’s data points to track progress towards reclassification. The staff reviews the data for appropriate grouping, reclassification, and regularly tracks student needs. The data is also used to make adjustments in levels of instructions and appropriate instructional strategies. Site staff is encouraged to review the data with the parents/guardians during parent conferences. At the

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district level, the Coordinators of English Learners monitor the progress of English learners and identifies students who meet the state criteria to reclassify. Communication between the Language and Literacy Department and school site level staff is frequent to ensure appropriate monitoring of English Learner students of all typologies (Newcomers, SPED/ELs, LTELs, and those who have been reclassified). The goal of our district is to assist our English Learners in achieving English proficiency as quickly as possible so that they are academically successful.

The Master Plan for English Learner Success coupled with new state guidance and policy continues to be a guide for MUSD as we put in place or revise programs and practices for English Learners. In addition, MUSD will be training all site administrators on the New Master Plan for English Learner Success to familiarize them with the Strategic Goals and Structural Recommendations that we aim to achieve in supporting our English Learners. This document will help continue to provide guidance and clarity for our sites that support all the components of English Learner Proficiency protocols. MUSD has put them in place with a renewed outlook on why we have the monitoring tools in place for each English Learner, which are intended to inform our instruction and move students towards the ultimate goal, which is reclassification and English proficiency.

## Meeting Challenging State standards

The district recognizes that English Learners struggle with meeting challenging state standards. It is the district's expectations that English Learners progress by at least one level each year on the state language assessment. In light of this, the district has allocated resources that will provide students with rigorous and challenging learning opportunities to reach English language proficiency. Below are the resources used to support English Learners to meet state standards:

- Provide Professional Development opportunities specifically on ELD standards, Designated ELD, and Integrated ELD, knowing the students and research-based strategies for teachers and staff Teachers on Special Assignment (TSA) who serve English Learners.
- There is one are two Coordinators of English Learners, one ELD District Academic Coach in the secondary level, and three two ELA/ELD District Academic Coaches that focus on Designated ELD and 9 that focus on Integrated ELD at the Elementary level who indirectly support English Learners.
- District and site administrators, teachers, and other interested staff, will attend the annual conference, California Association for Bilingual Educators (CABE), to stay up to date with the most recent state and federal policy and to learn new strategies and most up to date research-based practices for English Learners and bilingual education.

In a collaborative effort among the district, site staff, and parents, each site will be collectively responsible for the English acquisition progress of English Learners. The ELPAC assessment will be a key metric to analyze to determine the English acquisition progress of English Learners.

In a collaborative effort among the district, site staff, and parents, each site will be held accountable for meeting achievement goals for English learners. The ultimate goal is for students to learn English as quickly as possible to become reclassified to be academically successful as

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their English counterparts. Frequent data-driven monitoring of all English Learners at least two to three times per year using the Academic Achievement form (goal setting) is essential in helping students reach reclassification.

## **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.

As part of the district's annual LCAP development process, all stakeholder groups, including teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, including parents of English Learners and students with exceptional needs, and community partners are consulted on the plan. Access to a well-rounded education, creating safe and healthy environments, and the effective use of technology are all reviewed with stakeholders. Additionally, teachers, administrators, students, and parents are surveyed on how the district can continuously improve the safety and healthiness of the schools' environments. The surveys have a significant impact on district planning. Parents and teachers, along with students at the secondary level, are also consulted as part of the School Site Council meetings, where the district and school plans are reviewed for suggestions. Progress on activities to support the technology, to increase access to a well-rounded curriculum, and to create safe and healthy environments are also reported annually to the District Governing Board. The input from these efforts is used to plan activities in each area and is used to inform Title IV planning.

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Funds will be utilized to implement effective programs and activities for all students, including technology programs in the areas of literacy and mathematics. In addition, funds will be utilized to enhance instructional opportunities for students by providing access to new coursework by means of hiring additional staff in the area of agricultural science.

The primary objectives for the district's use of Title IV funds will be to improve students' outcomes in literacy and mathematics. The data from the California School Dashboard will be used in conjunction with local data, such as Reading inventory and NWEA, etc., to identify areas in which we are meeting our expectations for supporting our students. Equity is also a critical component of our improvement efforts, and our at-risk student groups are not meeting standards in ELA, math, or English language development. The aforementioned data will be examined to identify and address performance gaps between student groups. Teachers, parents, and students will be surveyed for their improvement ideas. Classroom observation data will be reviewed, and conversations held among school leaders and their teams. From these sources, the district will construct a needs assessment that informs and undergirds the following year's Title IV planning. This annual cycle of assessment, planning, implementation, and evaluation has created a district culture of continuous improvement. As part of the district and each school's planning process, stakeholders engage in these steps in order to sharpen our efforts on behalf of our students.

## **Well Rounded:**

AP supplemental materials, PD for teachers, field trips, pay for tests and test prep

VAPA instruments, PD for teachers, field trips, supplemental materials, competitions

PE supplemental materials, PD for teachers, field trips,

Advanced Learners program to spark interest in robotics at the elementary level with robotic's materials.

## **Safe and Healthy students:**

MTSS supplementing professional development and resources for supporting the Multi-Tiered System of Supports (MTSS) both academically and behaviorally with Social and Emotional Learning (SEL). There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. At the elementary school level, we have an increasing number of students in need of early intervention for mental health support, specifically, as it relates to behavioral and verbal challenges.

## **Effective use of technology:**

Professional Development for teachers who are not proficient with technology. Access to lessons and curriculum that exemplify what a technological Global Citizen is. New technologies like 3D printing, artificial intelligence, and widespread access to the internet will transform both developing and developed nations. Students and school staff must be aware of the triumphs and downfalls that this technological revolution brings in its wake.

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Dual Enrollment - Last year we offered 37 sections of Dual Enrollment courses on our high school campuses. In order to allow all students to access the college coursework, we purchased textbooks for students to check out and use for the semester for the college courses. This helps students in transitioning to post-secondary and meeting the CDI College and Career Indicator.

AVID- Annual site licensing and summer AVID institute professional development is provided to the site AVID coordinator, AVID teachers, and site administrator.