

Federal LCAP Addendum 2024-2025

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 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 Support (MTSS), 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 focuses on inclusion, prevention, and intervention with grades 4-6 intervention support moving from a 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 designated 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.

Our mission demands actions to develop an unparalleled educational journey that is transformational. CTE students and teachers compete at the highest levels of the state and nation

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each year. We have state officers, national championships, and even world class competitors in areas ranging from FFA to FIRST Robotics. Our arts and activities students are renowned for their ability to inspire their entire school community with their expression, talent, and innovations. We have a growing sense of pride in alternative education and all three “pyramids” (high school feeder systems). Our students, staff, and leaders have all embraced the concept of three high schools, one community.

On the California dashboard we achieved substantial 5.8 points growth in mathematics. Significant subgroups showed improvements such as African American students increased by 17 points, foster youth by 34.6 and students with disabilities by 8 points. 13 schools have recently achieved either green or blue. We also showed dramatic improvement in chronic absenteeism with a decline of 19.6%. These areas represent the focus of our leaders whether through a renewed effort in the guaranteed curriculum, implementation of the CA EL Roadmap, or implementation of California Community Schools Partnership Grant. This document represents goals and actions to make substantial progress in every area of need as indicated on the California Dashboard.

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 are circular in nature and 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 educational partners 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. The schools identified to support the Comprehensive and Support Improvement plan were: Martin Luther King, Furman Independent Study, and Ripperdan Community Day School. The school principals of the sites identified an improvement team that has held two meetings so far to study data and identify root causes and the contributing factors of those root causes to land on a change idea. Change ideas have been created and future meetings will be scheduled to evaluate change ideas from data collected to monitor and evaluate

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effectiveness. Change(s) to the change idea can and will be made if data does not support the original change idea in improving student outcomes.

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 weekly school newsletter, and a school website. Madera Unified School District utilizes DAC, ELAC, DELAC, SSC, PAC, MPAC, 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. MUSD will continue to seek input and feedback from our parent community by involving them in ineffective parent/family engagement activities like the collection of students, parents, and staff surveys, and the facilitation of inclusive and accessible decision-making meetings where CSI plans are discussed. Meeting dates and times will be communicated with families through various communication methods and will be motivated through incentives or other methods to increase parent participation. Student voice will continue to be collected through Student Voice Meetings with the Superintendent which are held regularly during the school year.

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.

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

Parent and Family engagement continues to emerge as a significant cornerstone of empowering Madera Unified School District (MUSD) parents to build student success. Parent engagement and community partnerships are essential for helping students achieve their maximum potential. Administrators, Teachers, and other School Professionals understand 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. MUSD holds a deep-rooted belief that in order to close the district's achievement gap, parents must be engaged in every aspect of the planning, implementation, and evaluation efforts. The department of Community Services and Parent Resource Centers (CSPRC) was founded with the goal of implementing successful parent and family engagement in our district.

The department of CSPRC operates six Parent Resource Centers and one satellite location to offer district-wide support to all parents. Through a variety of resources and training opportunities, the Parent Resource Centers play a crucial role in providing parents of children in Preschool through 12th grade with the knowledge and abilities necessary to support their

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children's academic progress. These resources and training opportunities contribute to a more supportive and enriching educational environment for students, ultimately leading to improved academic success.

Core services provided by the department of Community Services and Parent Resource Centers include:

- Parent education which includes classes, workshops and family events. Classes available include: digital literacy, evidence-based parenting, Family Literacy; high school credential preparation, English as a Second language, adult literacy, Social-Emotional Learning, College and Career Readiness. Workshops include topics such as: Nutrition, Financial Literacy, Mental Health. Family events include Math, Science, Literacy, STEM Family nights and Family Health and Wellness Fairs. - Family health and wellness fairs are hosted yearly to increase accessibility to community resources for families, these health fairs include mobile clinics that provide medical and dental services like shots and screenings.
- Information and Referral Services are also provided to families through the Parent Resource Centers and the district wide call center.
 - The parent resource centers, including the call center, play a crucial role in connecting families to essential community resources and agencies to help meet their basic needs.
 - The call center serves as a central hub where families can reach out to seek information and referrals.
 - In addition to connecting families with resources, the parent resource centers also aim to empower parents by providing guidance on how to access and utilize these resources effectively. This may include information on application procedures, required documentation, and eligibility requirements.
 - Trained staff at the center maintain a comprehensive database of community resources, including local agencies, food banks, housing assistance programs, healthcare services, and more.
 - The CSPRC department networks with local community agencies to bring multiple resources to our school sites. Some of the partnering agencies include: Local Food Distribution/Food Banks, Behavioral Health Services, Access to Medical care & preventive services, Transportation, Emergency Shelters, Energy Assistance Programs, Public Housing and Section 8, EDD, and Workforce Connection.
- CSPRC provides assistance for parents to understand State and local academic assessments like the CAASPP, NWEA, ME to Be Reports, Lexile and Quantile measures. Support is provided through the district-wide call center and in-person at Resource Centers open from 7:30 am - 7:00pm.
 - Parents can seek clarification on the California Assessment of Student Performance and Progress (CAASPP) Score Report, Lexile/Quantile Measures and ME to Be reports, which detail a student's academic progress, strengths, and areas for improvement.
 - Trained staff are available to answer questions and provide guidance over the phone and in-person.

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- Staff members can also offer insights into state and local academic assessments, helping parents interpret their child's test scores and assessment results.
 - The call center serves as a remote support hub, allowing parents to access guidance without the need for in-person visits.
 - The in-person component of the Parent Resource Centers enhances the level of support and engagement parents receive.
- CSPRC equips parents with the knowledge and skills needed to support their children's academic achievement through computer literacy classes to improve parents' tech proficiency, family literacy workshops to promote reading and learning at home, and family literacy nights to foster interactive, educational experiences. These resources and training opportunities contribute to a more supportive and enriching educational environment for students, ultimately leading to improved academic success.
 - Computer Literacy classes are offered in-person at Resource Centers and virtually with the focus of helping parents become proficient in using Aeries (district's Student Information System) Parent Portal, Parent Square (the district's main communication platform), Google classroom and the use of emails.
 - Family Literacy Workshops are made available to all parents of English Learner Students to offer parents guidance on how to promote literacy and reading skills at home. Classes promote effective reading strategies and techniques to help parents support their students at home and speed up the learning process of those students that need to get reclassified.
 - Family literacy nights are special events held at the Parent Resource Centers, often featuring interactive activities and opportunities for families to learn together. These events provide a fun and engaging environment where parents and children can share learning experiences.
- The district has taken numerous initiatives to provide district-wide training for staff members through the Student Champion course, which featured a component on "Parent's Voice." Parents shared their experiences with school sites and in the district as a whole, and the Department of CSPRC facilitated their participation in the training. Participating parents included parents of special education students, parents of English language learners, and parents of immigrants who shared a variety of viewpoints, difficulties, and experiences. The training aimed to help staff understand the struggles and needs that families often face and understand the importance of building strong relationships with parents as partners in the education of their children.
 - Additionally, the district developed a series of Parent Champion videos to empower parents to advocate for their children and navigate the educational system effectively. This video series was designed to build stronger ties between parents and the schools by serving as a comprehensive orientation for parents, designed to help parents in becoming stronger partners in the education of their children and to equip them with the resources they need to engage, become more involved, and advocate for their students.
- Information related to school and parent programs is accessible to parents in languages they can understand, such as Spanish and English, and is disseminated through various communication pathways, the school district employs a comprehensive communication strategy.

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- All written materials intended to inform parents of meetings, resources, programming and such are always in both languages English and Spanish. Information is sent to parents in various formats to assure parents are reached effectively. Communication pathways include, text messages, emails, phone calls, voice messages, social media and posts through our main communication platform called Parent Square.
- The district employs bilingual staff members and translators to provide oral and written communication in both languages. This ensures that parents can easily access information in their preferred language.
- The series of Parent Champion videos recently developed by the district to empower parents to advocate for their children and navigate the educational system effectively was developed in four languages: English, Spanish., Punjabi and Mixteco. The video series was launched and introduced to parents through a communication campaign and it continues to be promoted on a regular basis. This approach reflects a commitment to inclusivity and ensures that parents from diverse linguistic backgrounds can engage with the educational programs and services offered by the district.
- Annual Parent and Community Engagement Conference. The district through the department of CSPRC hosts an annual Parent and Community Engagement Conference as a way to provide other reasonable support for parental involvement. This conference is designed to provide a platform for parents from across the district to engage, learn, and share insights. The conference is planned through a collaborative effort planned in partnership with a dedicated planning committee composed of parents. The planning and workshop selection process ensures that the conference addresses the most relevant and pressing topics for all parents.
- To ensure the informed participation of parents with limited English proficiency, including migratory families who may speak languages such as Mixteco, the school district employs a range of strategies, including a parent video series in Mixteco and various methods of communication. These efforts aim to reach parents equitably. The parents' video series sets forth general guidance and serves as a comprehensive orientation for parents with students enrolled in our district. The videos were not only produced in English and Spanish but also in Punjabi and Mixteco - an indigenous verbal only language, spoken by many families that migrate from Oaxaca, Mexico. The video series is composed of 13 video clips on the following topics: School Site Council, Parent-Teacher Conferences, Me to Be reports, Parent Resource Centers, Parent Portal and Parent Square, English Learner Advisory Committee, Parent Handbook, Communication with Office staff, Site Leadership and teachers, Importance of emails, Identify Documents, Guaranteed and Viable Curriculum, Graduate Profile, Dual Language Immersion Schools.
 - District staff, including the Parent Resource Centers, conduct outreach through phone calls, using multilingual staff or interpreters, to communicate with parents who speak languages other than English.
 - The district actively seeks feedback from parents with limited English proficiency and migratory families to adapt its methods and materials continually. This ensures that communication and support efforts remain effective and relevant.

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- The district offers one-on-one support sessions to support parents in navigating Parent Square and Parent Portal. These sessions help parents connect their phone to these apps and provide troubleshooting support for parents.
- By implementing these strategies, the school district strives to reach and engage parents of the Mixteco-speaking community and other diverse communities within the district. This approach reflects a commitment to inclusion and ensures that all parents have access to the resources and support they need.
- Parents continue to 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.
- The department of CSPRC has launched a new onboarding process for newcomer families in our school district, designed to ensure a smooth and supportive transition for families. It begins with a comprehensive needs assessment that allows us to connect families with the appropriate support services and community resources. In addition, families are provided with essential information on how to navigate our school district. This includes details on school policies, procedures, key contacts, and tips for staying informed and engaged with their child's education. Our goal is to create a welcoming environment and equip families with the tools and knowledge they need to thrive in our district.
- 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 using the directory to provide referral assistance to families when calling the MUSD call center.

MUSD has developed a written Title I parental involvement policy with input from Title I parents. Input from parent surveys, the school site council, and the parent-teacher association was used to give feedback on this policy. The School site 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].

- The school offers a flexible number of meetings for Title I parents, such as meetings in the mornings or evenings. Parents are sent a Parent Square message and a flier advising them of the

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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 Parent square, 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

MUSD Community Services departments is working closely with other department heads, administrators, and teacher's community partners to design and implement educational programming that meets the current needs of the parent community as they rebounded from a distance learning school year and the emotional effects that the pandemic has presented to our parents and students. Parenting classes, up-to-date COVID-19 information, mental health resources, socio-emotional workshops, and added support systems like a call center are some of the resources that have been made available to parents.

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 the 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

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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 support for learning. A comprehensive professional development program, including the following, will be provided for personnel who work with eligible children:

- 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 support; 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:

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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 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 or reimbursement for mileage is provided for the student to attend school.

Success: Tutoring is made available to students before, during, or after school. We have contracted with a tutoring company to provide one-on-one in-person tutoring for our students, either at school or at home.

MUSD contracted with a retired school counselor who is familiar with 'at promise' youth and AB 1806 evaluations. She meets with parents and students at school or at home to explain AB 1806 and obtain the necessary signatures. With funding from the Expanded Learning Opportunity grant, we have been able to hire three (3), full-time Student Advocates, to support our FIT students and families. These individuals will assist with identification, enrollment, and school success for our students, any services needed and identified will be covered by Title I.

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 are provided meetings regarding career information including FAFSA support. We have resumed field trips to educational institutions, including community colleges, 4-year colleges, and private schools. With ELOP Funding we have been able to provide enrichment opportunity field trips to our students, including ski lessons, the zoo, Mystery Spot and other enrichment activities.

Professional Development: Staff members from multiple disciplines such as academic counselors, family liaisons, student advocates, and 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.

Our homeless liaison and her team are housed in a new leased space that doubles as a resource center for our families. The space houses their office, a food pantry and clothing closet for our program families.

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

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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

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. Seventh-grade students have the opportunity to take Explorations of CTE which teaches them about 6 different CTE Industry sectors and leads into the 8th-grade opportunity. In August 2020, we opened a CTE-themed 8th-grade program, Madera Technical Exploration Center (MTEC) that implements Project Based Learning through a CTE lens. We have invested money over the last 4 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.

Students in Madera Unified can choose from more than 50 Dual Enrollment classes that are taught under an AB288 MOU with Madera Community College. Students are able to get exposure to the college-level curriculum for free during their high school years. This early exposure to college helps students believe they can continue after high school and get a taste of a college education. Our Dual Enrollment courses have a 92.3% pass rate.

The district is currently updating our Tier 1 interventions for students and now all students 7-12 will take a career interest profiler and be given lessons on A-G requirements and college opportunities that is aligned to the ACSA National Model.

Title I, Part A - Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

A. assist schools in identifying and serving gifted and talented students; and

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

Renaissance AR/STAR is a comprehensive reading assessment test that provides all the insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers, whether you are testing in-person, remotely, or a combination of both.

Books for Madera Technical Exploration Center: Madera TEC is an innovative new school that provides engaging, hands-on instruction to Madera eighth graders. Madera TEC is organized into six career-themed labs, selected to align with important career fields in the region and also to help prepare students for our robust high school Career Technical Education program.

Madera TEC is a powerful launching pad to prepare students for their high school experience. Students are concurrently in MTEC and in their own middle school so they do not receive direct funds from Title I. The district office has allocated funds to assure that their school and classroom libraries are stocked with all of the latest and most interesting titles.

Certificated Extra Time, Books, and Supplemental Supplies for the Secondary and Elementary Departments.

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 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.

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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 three percent district-wide, couple that fact, with the high percentage of low-income (90%+) and minority students (92%+) across the district, and there have 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 remainder of the 2024-2025 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 Goal 2 (High Quality Student Engagement Opportunities), Goal 3 (Optimal Learning Environments), and Goal 4 (Maximize Student Achievement) indicators and actions on pages 52-85 of Madera Unified's 2024-2025 LCAP available on our website.

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

Madera Unified engages educational partners in its process of identifying student achievement strategies for 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 educational partners engagement are detailed on Madera Unified's 2024-2025 LCAP available on our website (pages 39-46).

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.

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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 as Teacher Support Mentors, and 4) coaching training or opportunities that lead into a District Academic Coach position. 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 their 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.

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 2024-25 school year, the Elementary Curriculum, Instruction, & Assessment Department has planned to provide professional learning sessions in the following areas: 1) Curriculum Onboarding- new teachers; 2) Science of Reading -Intensive Literacy Instruction for Grades K-3rd grade & DLI K-3rd teachers ; 3) Mathematics Proficiency Map and UnWrapping Essential Standards 1st-6th grade 4) Designated and Integrated ELD: California English Learner Roadmap Principles & D-ELD 4th and 5th grade teachers; 5) Literacy Coach Reading Specialist training and support at Elementary School Sites 6) Math Domain Training Kindergarten-6th grade teachers; 7) Instructional Playbook Administrator Training; 8) Math Framework Overview Sessions; 9) Building Literacy through NGSS Science Notebooks; 10) Standards Based Mastery Grading-Kindergarten; 11) Symphony Math Onboarding and Data Analysis Kindergarten- 2nd grade; 12) District RtI process for new administrators and RtI Tier 2 resources.

In addition, through the use of contracted expertise and district academic coach support, the district intends to continue its efforts to provide intensive literacy training for the Tier III RtI TSAs assigned to each elementary school in the district.

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Teacher substitute coverage was funded under Title II allocation for the professional development sessions held during the school day and extra pay for teachers and District Academic Coaches was also funded under Title II for after-duty hours.

At the secondary level, District Academic Coaches support the development and implementation of a Guaranteed & Viable Curriculum in all core content areas (ELA, ELD, Math, History/Social Science, Science, and World Languages). This year there continues to be an intentional focus on embedding Literacy, incorporating ELD standards, including Graduate Profile learning experiences, and providing cultural relevance within the Units of Study. District Academic Coaches also research, develop, and deliver high-quality professional learning sessions, and provide school-level coaching and support to administrators and teachers in the following areas, as addressed on the Secondary District Academic Coaches' services menu: classroom management, student engagement, lesson planning, cooperative/collaborative learning structures, planning scaffolding, speaking & listening opportunities, vertical/horizontal/cross-curricular alignment, formative assessment, data literacy, Graduate Profile, PBL, ELD and PLC. The Secondary Curriculum, Instruction, and Assessment Department provides professional development training and planning during the school day, as well as after school. Apart from the professional development opportunities cited above, the Secondary District Academic Coach team leads end-of-summer training specific to high-leverage instructional strategies, as well as New Teacher Orientations prior to the new school year and core curriculum and supplemental curriculum training. And, beyond the support for core content areas, the District Academic Coaches also support educators teaching AVID, ARC, and Credit Recovery courses, as well as Counselors. With the support of external consultants, in conjunction with the Response-to-Intervention District Academic Coach, training for all Tier III Reading Lab/Reading Intervention teachers has been provided. The Inspired Mathematician professional development and coaching cycles, facilitated by an external consultant and the District Academic Coach(es) for Math, will continue working with Math 7 and Math 8 courses. ELA 7 and ELA 8 teachers will participate in coaching cycles and professional development facilitated by the District Academic Coaches for ELA, along with external consultants from No Red Ink. Additionally, District Academic Coaches will continue the work began in 2023-2024 to develop curriculum in Designated ELD courses, Civics, Economics, Ethnic Studies, Spanish II, and Spanish Native Speakers II.

In 2022-23, an Ethnic Studies Research and Development Specialist was hired to begin the work of developing an Ethnic Studies course for high school that will be part of MUSD's graduation requirements for the class of 2030. Time was spent researching legislation, eliciting student/teacher/community input, recruiting teachers for the Ethnic Studies credentialing certificate through San Francisco State University, and outlining the courses that would be offered. The 2023-2024 school year was dedicated to piloting the Ethnic Studies course with 2 classes of MUSD high school students, completing the curriculum design for the Ethnic Studies courses that will be provided, engaging in more community outreach, enrolling the District Academic Coaches in a culturally-responsive pedagogy training, and collecting feedback for course and program revisions. In 2024-2025 Ethnic Studies courses will be fully implemented and will be supported by the History/Social Science District Academic Coach.

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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 with 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 understanding of both content-specific knowledge and skills, as well as twenty-first century soft skills, as students develop solutions to the problems/challenges they unearth through their exploration of connections between the real world and academic content. 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. For the class of 2025, a new graduation requirement will be that students have to pass a graduate portfolio profile and defense. 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. In addition to attending these trainings, the Secondary District Academic Coaches will begin regularly attending the quarterly district-wide Graduate Profile meetings and will lead PBL professional development trainings focused on supporting teachers with planning for PBL units and lessons. Secondary District Academic Coaches will also continue to support teachers in History/Social Science and Mathematics, the courses which are actively implementing the PBL Units of Study, as they support the design of such units within other content areas.

Madera Induction Consortium (MIC) Coordinator 75%: The Madera Induction Consortium Program is a regional consortium headed by the Lead Education Agency Madera Unified and composed of the Madera County Office of Education, all nine of the school districts in Madera County, and university partners. Madera Unified Coordinator of Teacher Support Mentor Program is the director of the Madera Induction Consortium. Beginning teachers who are required to earn their Professional Clear Credential are enrolled in the Madera Induction Consortium. Through various activities, lessons, and presentations, all of our new teachers are prepared to take care of our most valuable assets, our students.

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Madera Unified's new teachers are assigned to Madera Unified's Teacher Support Mentor Program. The Teacher Support Mentor (TSM) program consists of both Pre-Credential Teacher Support (PCTS) candidates and Induction candidates. Candidates in this program are provided a mentor who is on full-release. The full-release highly qualified distinguished Teacher Support Mentor employee is assigned to 7-11 candidates per year. The TSM employee job duties include (but not limited to) providing support in the California Standards for the Teaching Profession, classroom management, instructional strategies, lesson planning, lesson delivery, data analysis, conducting impact cycles with their candidates and providing demonstration lessons. The TSM employees also present professional development workshops in the areas of classroom engagement strategies, procedure, routines, evidence-based instructional strategies, differentiation, Depth of Knowledge, English Language Development strategies, Data analysis, goal setting, and instructional technology. TSM employees support their candidates approximately 8-20 hours a month depending on the candidate's needs. TSM employees also provide Induction work per our accreditation with the California Teacher Credential department.

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

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. It is also a requirement of the credential they hold and that they receive mentoring support.

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 and English Learners are in the highest need. Professional learning activities to meet their needs are provided to all teachers and site administrators.

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.

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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 state and local data platforms such as the California Educator Reporting System, California School Dashboard, Madera Learning System, Student Me to Be Reports, and Parsec, 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 are held among school leaders and their teams. From this 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 both Math, ELA as well as a need to decrease the Suspension Rate and Chronic Absenteeism. Students in the Foster and Families in Transition (FIT) 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 social-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 Student Champion course was developed for all staff in Madera Unified to address the need to ensure a cohesive and positive climate and culture for all students. Additional resources have been allocated for professional learning on culturally responsive pedagogy. 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 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 currently has a planning process and calendar that involves the district and schools examining available data on a quarterly basis.

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As part of the district's annual LCAP development process, all stakeholder groups, including teachers, principals, paraprofessionals, specialized support personnel, parents, 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 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 done 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 2024-2025 year, the Multilingual Educational Programs Department and the Elementary and Secondary Curriculum and Instruction Departments will continue working together with the guidance of ISET Consulting Firm to provide professional development opportunities to classroom teachers, site administrators and other school leaders and support staff. The professional development training will be guided by the CA ELA/ELD Framework and the English Learner Roadmap focused on English learners and research-based pedagogy. The focus will be to improve the quality of education for K-12 English learner students in Madera Unified through Principle 2 (Intellectual Quality of Instruction and meaningful access) of the EL Roadmap by: 1) building capacity and current work of teachers, administrators and support staff to infuse evidence-based EL practices, 2) Increase student access to ELD Standards through elementary and secondary coaching and support, and 3) Provide support alongside district academic coaches during professional development sessions with teachers to engage in coaching cycles, lesson planning and delivery and feedback. The professional development dates have been calendared for the school year and adjustments are made as needed. The Professional development plan is as follows:

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Elementary

- In Elementary, the work is focussed on Designated ELD professional comprehensive workshop series for all new 4th and 5th grade teachers (dates scheduled for the 2024-2025 school year): This series has been designed to provide educators with the necessary skills to effectively plan and deliver focused designated ELD instruction that enhances the language development of English language learners. Through immersive, hands-on training that aligns with the California EL Roadmap Principle 1 and 2-participants will acquire a deep understanding of their students and effective instructional practices as well as resources and assessments to improve the language development of their students.
- Elementary school site visits: Cohorts of 3 schools gather to visit each other to Look and learn for improvement. The focus of the walk is to look for Principle 2 of the EL Roadmap, collaborative structures, scaffolds, and writing.
- Professional Development by ISET: As the need arises, elementary site leaders request training by ISET on areas of need based on the site visitations.

Secondary

- Professional Development for D-ELD teachers (schedule is set for the year): D-ELD teachers will attend 3 professional development sessions to continue to learn ELD pedagogy and refine instructional practices followed by coaching cycles where ISET, the DACs, and the ELD teachers collaborate to plan and deliver a lesson that other ELD teachers observe then reflect for improvement. The PD focus is on the Teaching and Learning Cycle (TLC), Collaborative structures, scaffolds, and writing to improve language.

This work began in the 2021-2022 school year with the professional developments having an intentional focus on Principle 1 of the English Learner Roadmap to create asset-oriented and needs-responsive schools. This school year, we continue to find opportunities to keep Principle 1 alive at all levels of the district as we continue the work with Principle 2.

Additionally, during the 2024-2025 school year, the Elementary and Secondary Curriculum and Instruction departments continue to offer teachers opportunities for professional development. Multiple professional development offerings are available to teachers and a selection of webinars or videos both district-created or collaboratively produced with our partners' content providers will be available. Teachers can participate on the dates and times that work best for them. Simultaneously, to support individual K-12 teacher and school site needs related to instruction, there is a process in place where teachers can request any type of instructional support by a District Academic Coach by simply filling out a form called (District Academic Coach Request form). This support allows the teacher to be very targeted and intentional with instruction.

Alongside the professional development for instruction, we provide training and support to various stakeholders on required compliance items related to English learners. An intentional focus continues to be on Reclassified Fluent English Proficient Monitoring (RFEP) to ensure that students who have reclassified continue to progress academically. Site Administrators are provided with training and resources to support their teachers with 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. Amongst

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other training and professional developments provided throughout the year are reclassification workshops using the MUSDs RFEP Tracker, ELAC training, and English learner data to learn about who are our English Learners.

Amongst the plethora of Professional Learning opportunities provided in instruction and compliance to various stakeholder groups and at all levels, Madera Unified continues to find opportunities to continuously improve instructional practices for students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

The district has anywhere from 225 to 250 immigrant students during a given school year. Many of our immigrant students are English Learners who have been born in another country and whose parents come to the USA to work typically in the fields. For these students, most of whom are Spanish-speaking, we provide support as they adjust to a new school and community through the Newcomer Academy Program in grades 7-12. Starting in the 2024-25 school year, to accommodate an influx of newcomers enrolling to MUSD, Newcomer Programs were added at Martin Luther King Middle School and Madera South High School in addition to the already existing Newcomer programs at Thomas Jefferson and Madera High School. Each Newcomer teacher will be supported by two paraprofessionals in the Newcomer Program and push out to support students in core classes. 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~~ three periods of the day and then deploy to core classes, Physical Education and an elective course. In High School, the students are placed with the newcomer teacher for three periods. Board-adopted and supplemental curricula aligned to the Common Core State Standards and the ELD standards are used to support the language needs of these students with a gradual progression to our regular ELD Curriculum. The students are assigned to a 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 2024-2025 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

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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.

The following language instructional programs are offered and implemented in Madera Unified that help English learners increase their English language proficiency and meet the challenging state and academic standards.

1. **Structured English Immersion (SEI):** Students who have not yet demonstrated English language proficiency based on the reclassification criteria are placed in an SEI program also known as English Language Development (ELD) and are taught primarily in English. Some assistance may be provided in the primary language. Students are taught English Language Development (ELD) and other core subjects by authorized teachers using the district-adopted textbooks and supplementary material. The CA English language Development Standards are the focus standards and the CCSS are used in tandem to develop proficiency in the English language. The instruction is based on ELD and grade-level content standards. ELD is a target time for language instruction but related to linguistic demands of the rest of the curriculum.

At the elementary level, English learners at all proficiency levels receive a minimum of 225 minutes of designated ELD instruction at their proficiency level per week. The delivery model may differ by school and grade level based on the number of ELs and proficiency levels of the students. Two most commonly used delivery models are self-contained/homeroom classroom delivery models where the classroom teachers provide ELD and deployment models where the students within one grade level are placed by proficient levels and each teacher instructs a level.

At the Middle School and High School levels, all English learner students receive one period of Designated ELD daily for approximately 55 minutes by proficiency level. The following Designated ELD courses are available in Middle school: ELD I, LED III, ELD III, and ELD IV. The following Designated ELD courses are available in High School: ELD I, ELD II, ELD III, and ELD IV (A-G approved).

Dual Language Immersion Program: A Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to twelfth grade. This is an optional program offered at James Madison Elementary (Whole school) and Pershing Elementary (Strand within a school).

2. **Heritage Language Program:** Language acquisition program for English learners that provides instruction to pupils utilizing English and a pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic

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achievement goals. This program is designed for Kindergarten through sixth grades. This is an optional program offered at George Washington Elementary school.

3. **Newcomer Program (grades 7-12):** The Newcomer program is a 1 year program in MUSD that is offered to students in grades seven through twelfth to learn English and acculturation to US Schools as well as academic subjects. It is for students who are recent immigrants to the United States with limited English proficiency and/or limited education in their native country. Students attend some classes separate from native English-speaking students for a limited period of time. Even though it is an optional program, it is highly recommended but not required for newcomers.

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 informed instructional and programmatic decisions for English learners. Aeries, Illuminate, the CA 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 is the RFEP Tracker which is a goal-setting form that is prepopulated with each student's data points to track progress toward reclassification. The staff reviews the data for appropriate grouping, progress towards reclassification, and regularly tracks student needs. The data is also used to make adjustments in levels of instruction and to identify appropriate instructional strategies. Site staff are encouraged to review the data with the parents/guardians during parent conferences. At the district level, the Multilingual Educational Programs (MEP) Department monitors the progress of English learners and identifies students who meet the state criteria to reclassify. Communication between the MEP Department and school site level staff is frequent to ensure appropriate monitoring of English learner students of all typologies (Newcomers, SPED/ELs, At-Risk of becoming LTEL, LTELS, and reclassified students). The goal of our district is to assist 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

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English Learners. The MEP department in collaboration with other departments will provide site administrators support in making connections with the Master Plan for English Learner Success to Goal 1 on the Site Plan for Student Achievement. This document will continue to provide guidance and clarity to support English learners meet challenging state standards.

The district recognizes that English learners struggle with meeting challenging state standards. It is the district's expectation that English learners make 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, Integrated ELD, and research-based strategies for teachers and staff who serve English learners.
- There are coordinators and district academic coaches that support teachers and staff in Designated ELD, Integrated ELD, and service support to our Dual Language and Heritage Language Immersion programs.
- District and site administrators, teachers, and other interested staff will attend annual conferences and network meetings such as The California Association for Bilingual Educators (CABE) and the Multilingual Learner Network Meeting, to stay up to date with the most recent state and federal policies 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 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;

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- 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, 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 health 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, increase access to a well-rounded curriculum, and 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.

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 objective 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.

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Well Rounded:

Dual Enrollment is a program which allows students to earn free high school credit while they are in high school. We operate this program with an AB288 MOU with Madera Community College. During the 23-24 school year we offered 54 different sections of Dual Enrollment Courses for our students to choose from. 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 California Department of Education College and Career Indicator.

Advanced Learners is an enrichment program offered to students who score advanced or exceeds in one or more curricular areas in grades 3-6th in K-6th or 4-8th at our K-8 elementary schools. This enrichment provides students with additional hands-on, project-based learning experiences outside of the classroom in the areas of science, technology, engineering and math. The advanced learner teacher is paid up to 8 hours a month on a timesheet for their after school hours to plan and provide these enrichment activities. The advanced learner teacher is provided a per-student instructional supply budget to fund each lesson that they provide.

Dept 6120-AVID Centers Summer PD (5200):

Dept 6120-AVID Centers Contract (5800) or (5100):

Dept 6120/000-College Board (SAT, ACT, AP Exams)

Dept 7620 Multicultural Books (4200):

Dept 6250-Visual & Performing Arts

Dept 3013 Athletics

Dept 0000-Hanover Research

Dept 0000-Teachers (3 High Schools 20%) (1100)

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.

Dept. 2560-Gang Intervention-Hector Garibay:

Dept. 7615 MUSD Substance Abuse Prevention Counselor (.6 FTE):

Federal LCAP Addendum 2024-2025

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.

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

Dept. 0000-Documents Tracking Services (5885):