

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

## LEA Name

Marysville Charter Academy for the Arts

## CDS Code:

58-72736-5830138

## Link to the LCAP:

*(optional)*

<http://charter.mjUSD.com/documents/LCAP/20-21/2020-21%20MCAA%20LCAP%20Draft.pdf>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

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

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Marysville Charter Academy for the Arts (MCAA) uses federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards reflected in our LCAP. MCAA uses all federal funds to supplement the three goals of our LCAP:

LCAP Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality instruction for all students, including support systems that meet the needs of the targeted population.

LCAP Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

LCAP Goal 3: Increase parent, family, and community involvement in the education of all students.

Title I funds are primarily used for the purpose of supporting students who are not performing at grade level through additional staff and resources specific to remediating educational gaps. The purpose of Title I is to provide children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

## Alignment

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

Supplemental federal funds compliment the core program and extend a multi-tiered system of support to enhance positive outcomes for all students. Federal funding works in conjunction with state supplemental and concentration dollars to enhance the improvement framework that focuses on rigorous state academic standards, differentiated and student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Needs assessments determine areas in need of supplemental resources to support academic and socio-emotional growth. Data analysis and stakeholder input drive the needs assessment process. Our School Plan for Student Achievement aligns school goals with state priorities and LCAP goals. Stakeholder groups include parents, students, community members, and staff.

The MCAA LCAP guides the use of LCFF funds available to the school. All Title I funds are aligned to the MCAA LCAP goals. The school's 2019-20 unduplicated low-income student count is 59%. All MCAA goals are designed to close the achievement gap and meet the needs of targeted students. With the established goals and programs defined in the LCAP, all students benefit from these services. The expenditures of these funds are outlined in the activities and allocations in the development of MCAA's three strategic goals. Stakeholder input through surveys and public forums framed the MCAA LCAP plan that largely features services to English learners, students of low-income families, and foster youth through specific programs and personnel.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used is the percent of students who are eligible for free or reduced priced meals. Even though MCAA participates in the Marysville Joint Unified District's "Community Eligibility" program, MCAA continues to use multiple measures to collect data that qualifies as eligible poverty data for Title I purposes. The relevant Community Eligibility percentage of identified students and direct certification data combined with household income applications as reported to the California Department of Education serve as the basis of our free and reduced-price lunch percentages. Funding is generated based on socio-economic status, but services are directed to academically at-risk students.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A as the LEA is a Charter School. At MCAA, all academic classes are college preparatory. Thus all low-income and minority students are always integrated into grade level appropriate, college preparatory classes taught by the same teachers as all other students. In addition, MCAA sets high standards for hiring and makes every effort to recruit and retain highly qualified educators. MCAA continues to provide high quality professional development, Professional Learning Communities, wage increases, and incentives to encourage teacher recruitment and retention.

#### **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).

The Marysville Charter Academy for the Arts recognizes parents and families are their children's first and most influential teachers and that sustained parent and family engagement contributes greatly to student achievement and a positive school environment. Parents and families are involved in a range of activities at the school from advisory, decision-making, and advocacy roles to activities that support extra-curricular programs and learning at home.

The school Parent and Family Engagement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent and Family Engagement Policy is based upon Marysville Joint Unified School District Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from the California School Board Association and through feedback received from our School Site Council and MJUSD parent advisory groups such as the District Advisory Committee and the District English Learner Advisory Committee. The policy is available on the school website with hard copies available in the school office.

Using a template developed by the Marysville Joint Unified School District, MCAA determined site needs with input from stakeholders, school leaders, teachers and parents. These site needs were utilized to develop SPSA goals. Statewide and local academic performance indicators also informed the SPSA development. The SPSA outlines evidence-based interventions to address resource inequities and the funding tied to each action item. The SPSA was approved by the MCAA School Site Council and the MJUSD Board of Trustees. District personnel support MCAA in evidence-based interviews and the identification and resolution of any resource inequities in the SPSA. MJUSD supports the MCAA School Site Council in its responsibility for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Parents and families are encouraged to assist leadership and governance capacities through our School Site Council. Site Council meetings create a scheduled platform for interaction on the LCAP and Title I programs with dialogue active throughout the school year. Parents and families provide insight and input on the comprehensive needs assessment to assist with the creation of a Title I program that provides supplemental services and resources to assist its students in meeting grade level standards. The Site Council approves all Title I expenditures which ensures a collective responsibility between the school and parent/community stakeholders to meet the educational needs of students who are not achieving at grade level. Parents and families are encouraged to be a part of the planning, design, implementation, and evaluation on an ongoing basis.

In addition to the Parent and Family Engagement Policy, MCAA annually develops a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact jointly developed with parents, describes specific ways the school and families will partner to help children achieve high academic standards. Both parents and school leadership sign the Compact.

A host of varied methods to encourage parent and family engagement are incorporated into the educational program. MCAA regularly sends home a newsletter and updates to keep parents and families apprised of opportunities designed specifically to welcome them to the campus. A telephone message system and digital message systems (Aeries Communication, MCAA app) are also utilized to keep parents updated on parent and family engagement opportunities as well as other important notifications. Back-to-school nights kick off the school year and set the tone for active engagement. MCAA makes a school calendar available on its website that includes important school events, activities, and opportunities for parent and family engagement opportunities. MJUSD also maintains a website with information and a wide range of resources for parents and families. To the extent practical, all communications at school and district levels are presented in a format and language the parents can understand.

MCAA site administration, with the assistance of staff and students, provides regular reports at school board meetings. On a rotation basis with other district schools, MCAA's report highlights unique school events and activities, student achievement, and parent and family engagement activities such as educational field trips, parent and student organizations, booster clubs, and visual and performing arts productions.

MCAA staff members are trained in the importance of working with parents and valuing their contributions as equal partners in education. Professional Learning Community meetings include sharing data with parents to strengthen ties between parents and the school. MCAA provides reasonable accommodations to parents and family members. Special accommodations are made for communicating with families that have accessibility needs or other special needs. On an individual basis, we remove communication barriers for our families.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

MCAA operates as a schoolwide Title I program.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A as MCAA operates as a schoolwide Title I program, not as a targeted assistance program. Based on the school's comprehensive needs assessment, the School Site Council is responsible for the development, annual review, and update of the School Plan for Student Achievement (SPSA). The SPSA is the strategic plan that MCAA utilizes to map the goals, actions, and strategies to increase student success. Title I funds are used in combination with federal, state, and local funds to upgrade the entire educational program for all students in the school. The SPSA is developed to particularly address the needs of low-achieving students and those at-risk of not meeting the state achievement standards. MCAA's SPSA outlines strategies that the school uses to address school needs and provide academic achievement interventions designed to bring students to grade level. Methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched curriculum are outlined in the SPSA. MCAA also uses supplemental, adaptive, prescriptive, technology-based intervention programs managed by credentialed staff to enhance the core academic program.

MCAA leadership in conjunction with the School Site Council, develop the annual achievement goals and identify the programs and activities to provide a well-rounded education. SPSA goals are identified to address the specific educational needs of the school through a comprehensive needs assessment. Annually, the School Site Council evaluates the SPSA outcomes to ensure expenditures are aligned to improve academic achievement. The evaluation of the effectiveness of the instructional program is based on an analysis of verifiable student data and annual updates will reflect any appropriate modifications to the program.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MCAA is supported by the Marysville Joint Unified School District Homeless Education Program. MJUSD's Homeless Education Program ensures that students in homeless situations have the right to go to school no matter where they live or how long they have lived there. The Homeless Education Program helps students to enroll and succeed in school, even if students do not have a parent with them or documents such as proof of residency, immunization records, other medical records, school records or other documents. The Program's mission is to ensure that homeless students have the same opportunity to meet the same high academic achievement standards as all students. The Homeless Education Program works to remove barriers for education by providing school supplies, clothes, shoes, and hygiene items and by arranging home to school transportation. The Program also connects families with school programs and refers families to community health, mental health, dental, and other health and welfare services.

Annual training for administrators, teachers, school office personnel, and student support staff on the provisions of the McKinney-Vento Homeless Assistance Act occurs through a series of back to school meetings. This professional development continues throughout the school year at school staff meetings. Homeless education information is also presented throughout the year during monthly administrative meetings. Homeless education training includes issues related to homelessness and the unique needs of children and youth in homeless situations, and the community resources available to assist homeless students.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Transitions of students from local elementary or middle schools to MCAA is accomplished by the targeted outreach of MCAA's Visual and Performing Arts programs and Counseling department. Performances and assemblies that highlight the Academy's Visual and Performing Arts opportunities are offered each spring at local schools. The Counseling department responds immediately to any requests from schools for informational presentations and prospective student advising. MCAA also encourages prospective students and their parents to visit the school and shadow current students. All new students participate in counseling enrollment sessions and a new student orientation. As a bridge school with a 7-12 grade level configuration, continuing MCAA students transitioning from 8th to 9th grade are very familiar with teachers, block scheduling, school culture, and creative arts opportunities. New 7th graders participate in school culture and information assemblies during the fall semester.

High school to college and career transitions are a focus for MCAA and continue to develop as CTE pathways are enhanced. Partnerships with our local community college are strengthened as we continue to develop dual (early college) and articulated courses like Technical Theater. Industry representatives participate on district advisory committees to help tailor CTE curriculum to meet employment demands. In addition, on average, 30 MCAA students (13% of MCAA high school students) are enrolled in at least one community college class each semester and during the summer session. Taking college classes during their high school years prepares students for college level course rigor and enhances their ability to get into their university or college of choice.

MCAA students will also be eligible to participate in the developing MJUSD "Early College Program" partnership with Yuba College that will allow 8th graders transitioning to high school to enter into high school and the junior college simultaneously. These students will be able to complete an AA in humanities at the time of their graduation from high school. MJUSD also plans to build this program with the hopes of scaffolding connections to a proximal university to facilitate ongoing student education post 12th grade.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. MCAA does not receive Title I, Part D.

### Formal Agreements ESSA SECTION 1423(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Comparable Education Program ESSA SECTION 1423(3)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Educational Needs ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. MCAA does not receive Title II.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. MCAA does not receive Title III.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. MCAA does not receive Title IV.