

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

LEA name:

Merced County Office of Education

CDS code:

24-10249-0000000

Link to the LCAP:

(optional)

<https://www.mcoe.org/deptprog/edservices/students/Pages/LCAP.aspx>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A
Title I, Part D
Title II, Part A
Title III, Part A
Title IV, Part A

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 Merced County Office of Education (MCOE) Local Control Accountability Plan (LCAP) is the primary strategic planning document. The LCAP is arranged by three goals as established by stakeholder input and the governing board.

Goal 1: Employ highly qualified staff that is trained to equip students to achieve at high levels in preparation for college and career readiness.

Goal 2: Provide a school climate that increase the engagement and involvement of students, parents, and families.

Goal 3: Coordinate services in support of foster youth.

Federal funds are used to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students, especially those in student target groups, such English Learners, Foster Youth, Students from Low Income families, and Students with Exceptional Needs, in meeting challenging state academic standards, as reflected in our LCAP. The decision on how to use the funds is made after an analysis of student data and other pertinent data. The primary student data analyzed come from the California School Dashboard, which includes: ELA and math academic performance, suspension rate, chronic absenteeism rate, EL performance, and graduation rate. The data is analyzed by staff and stakeholders to determine what is of greatest need in the LEA. The data analysis is also important in being able to identify areas of strength so the LEA can continue the strategies.

Several LCAP goals are funded partially or wholly with federal funds in order to enhance the level of services provided for its target group populations. The federal funds are reviewed with the District English Learner Advisory Committee and District Advisory Committee each year through the annual

LCAP stakeholder engagement and comprehensive needs assessment process. Reports to the Governing Board regarding the Consolidated Application for federal funds are conducted annually.

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.

Our LCAP is a single plan that guides the use of all funds available to MCOE, including LCFF (including supplemental and concentration funds), state grants, federal Title I, Title II, Title III, and Title IV, smaller grants, and other funds available to MCOE.

LCAP actions are determined by the annual comprehensive needs assessment and stakeholder engagement process. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input is obtained from the following committees: School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC).

Monitoring metrics are found throughout the LCAP attached to each of the three major goals. Once needs are identified, qualifying funding is assigned to carry out the actions. Federal funding is placed alongside state funding to enhance various actions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

On an annual basis, the MCOE Special Education Department conducts an analysis of educator credentials and assignments with low-income and minority student data. The analysis showed low-income and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. However, MCOE does have a significant number

of teachers on provisional and short-term permits and intern credentials serving students with moderate to severe disabilities.

MCOE strives to employ highly qualified teachers to equip students to achieve at high levels in preparation for college and career and to meet the needs of our students with moderate to severe disabilities. Professional development is an ongoing commitment for all teachers. The MCOE Special Education Department also provides experienced Coaches and Mentors for all teachers who have provisional and short-term permits, intern credentials, and teachers participating in the MCOE Teacher Induction Program.

MCOE recognizes the need for special education teachers statewide and therefore provides tuition assistance for current teachers to obtain a special education credential or added authorizations to provide specialized services to students. MCOE has also developed and will be implementing a Education Specialist Credential program that will be housed at MCOE. This will allow staff pursuing their Education Specialist Credential the convenience of attending classes locally.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCOE is committed to the engagement of parents and families in their children's education. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on feedback from parent advisory groups such as SSC, ELAC, DELAC and Special Education Community Advisory Committee (CAC). The Parent Involvement Policy is also reviewed by parents at the annual Title I Parent Meeting.

The LCAP is updated annually and reflects numerous opportunities for parent engagement. The CSI planning was developed alongside the LCAP planning process and included the involvement and consultation of parents and families. Parents participate on formal and informal committees, such as SSC, ELAC, DELAC, DAC, CAC, WASC, Prom, and Graduation. Schools continue to use the Auto-Dialer system for communications to parents regarding school events, resources, and parent involvement opportunities. Each campus employs a Bilingual Instructional Aide to provide translation and interpretation services for parents. The MCOE Special Education Department employs two full-time bilingual interpreters to communicate with parents and to interpret during IEP meetings. The Parent Portal is available for parents to review their child's educational information, including grades, attendance, and academic achievement on assessments. Parents are involved in 504 meetings, IEP meetings, and parent teacher conferences. Parents are invited to attend family events, such as back to school night, awards ceremonies, college and career days, prom, and graduation.

The most common language spoken by families, other than English, is Spanish at 33%. Important school documents and flyers are translated into Spanish. Interpreters in Spanish and Hmong are available for parents as needed.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MCOE schools participating in programs funded through the consolidated application process develop a School Plan for Student Achievement (SPSA). The content of the SPSA is aligned with LCAP goals for improving student achievement and address how funds will be used to improve academic performance.

To prepare students for 21st century skills and academic performance, increased access to technology devices are provided for instructional learning and enrichment purposes in classrooms. The use of digital resources allows for personalization and differentiation of instruction for students, resulting in higher engagement in learning. Teachers are educational coaches and facilitators guiding students through their personalized learning experiences using online tools and resources.

To strengthen the academic program, ongoing professional development and teacher collaboration time is provided to support the implementation of instruction aligned to California content standards, review student progress to inform instruction, and development of curriculum-embedded assessments. Tutoring and mentoring opportunities are provided for students to increase academic performance. To support student academic engagement, motivation, and social emotional confidence, students are provided with extracurricular and enrichment opportunities, such as: academic decathlon, sports, music, STEAM, robotics, and life skills training.

The MCOE Special Education Department provides the MCOE Tiered Academic and Behavioral Support (TABS) program for students with moderate to severe disabilities. TABS is a program-wide best practices model program for students with severe disabilities (preschool to age 22) that uses a systems approach (a group of individuals who work together to achieve a common goal) and evidence based practices (refers to strategies, processes, and curricula for which information exists to support adoption and sustained use) in collaboration with families and agencies to maximize opportunities for all students to achieve academic, behavior, social, functional and communication skills competence. The TABS program focuses on the following areas:

- Education and student preparation for community, vocational and independent living into adulthood.
- Emphasis on standards-based instruction.
- Maximize student success/performance on IEP Goals.
- Assist and support teachers/instructional staff on best practices to support both whole class and individual needs.

In addition, MCOE Special Education provides the MCOE Sierra Program for students with a diagnosis of emotional disturbance and conduct disorders. The premise behind the Sierra Program is very similar to the TABS program with the following additions:

- Emphasis on increasing student social skills (social, emotional and behavioral) performance.

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:

The MCOE identifies homeless students through a self-identification process during enrollment and at the beginning of each school year. When the school becomes aware of a change in student's living situation and meets the definition of being homeless per the McKinney Vento Homeless Assistance Act, students are provided with resources, services and referrals as appropriate.

Homeless school-aged children receive equal access to the same free and appropriate public education that is provided to non-homeless students. The school provides resources and removes barriers to enrollment, attendance and academic success to ensure homeless students are not stigmatized in the school environment. The following support is provided to students:

- immediate enrollment - removing enrollment barriers, including missed application or enrollment deadlines, records required for enrollment, including immunization or other required health records, proof of residency, or academic records
- appropriate educational placement and academic interventions as necessary for academic achievement
- proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial) records and grades
- identification of students experiencing homelessness and ensuring the privacy of student records, including information about a homeless child's living situation
- awareness and training for school staff on support to be provided to students and parents in transition
- transportation assistance to school of origin, even if the student becomes permanently housed during the school year
- provide assistance with backpacks, school supplies, hygiene kits, and emergency clothing and shoes
- provide support with higher education and vocational pursuits for graduating seniors experiencing homelessness by providing opportunities to obtain scholarships and supporting documentation for FAFSA
- provide medical, dental and mental health referrals, in addition to other school/community services.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

School counselors meet with all students annually to develop an individualized learning plan for high school graduation and post-secondary goals. Meetings will include relevant information around post-secondary college and career options and resources as individualized to each student's interests.

The MCOE has a local partnership with the local community college to provide concurrent and dual enrollment courses for high school students. School counselors work with College counselors and students for enrollment.

We have a partnership with the California Student Opportunity and Access Program (Cal-SOAP) to provide tutors and mentors on school campuses to support a college- and career-going culture. These tutors and mentors are recruited from the local community college, CSU Stanislaus, and UC Merced.

A variety of Career Technical Education (CTE) pathways are provided at all court and community school campuses to increase student vocational skills. Current CTE pathways include:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing
- Computer Applications
- Law Enforcement

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

For students on an Individualized Education Plan (IEP), the IEP team determines the appropriate transition plan that best meets the strengths and needs of the individual student.

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:

When appropriate, advanced learning options such as honors courses are available for students. Funding may be used to support efforts to provide gifted and talented students with access to high-quality differentiated instruction that addresses their unique talents and advances their achievement. Additionally, funds may be used to provide staff access to professional development opportunities that focus on such specific instructional practices as differentiated instruction, enrichment acceleration, and curriculum compacting.

All students enrolling in community schools are provided with an application for a county library card, which provides digital and print access to library resources from the county library. The court and community schools are moving towards providing one-to-one technology devices for students to access this and additional digital library resources. Additionally, the MCOE has a digital portal with additional library resources and tools for students to develop digital literacy skills and improve academic achievement.

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:

The court and community school programs support the integration and transition of neglected, delinquent, and at-risk students who are expelled, in foster care, low income and English Learners to be prepared for college and career. The program monitors and analyzes data trends (attendance,

academic achievement, and behavior) to guide effective student support and intervention efforts. Certificated and classified support employees with appropriate skills, credentials, and authorizations to work with students are employed to support students in increasing academic, behavioral and social-emotional outcomes.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

A formal Memorandum of Understanding between the MCOE and the Merced County Probation Department has been established for the court school educational program. The court school is accredited by the Western Association of Schools and Colleges (WASC). The court school provides Career Technical Education pathway opportunities in the areas of horticulture and construction. Additionally, the school supports student transition to a post-secondary education by offering correspondence college courses with the assistance and support of the Merced County Probation Department.

Ongoing collaboration meetings between MCOE and Probation occur to discuss changes to regulations and guidelines, such as Title 15, AB 2306, and transition planning.

A formal Triennial Plan for Provision of Services to Expelled Youth was developed formalizing the services and resources available to expelled youth across all districts in Merced County.

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:

The MCOE follows all local, state and federal guidelines for an LEA. Court and community schools are WASC accredited. All schools follow the California state standards, CDE mandated assessments, accountability measures and funding requirements. Ongoing board reports on student academic progress, LCAP goals and action plans, local indicator results, and other accountability measures are made.

The MCOE continues to implement, develop and refine a Multi-tiered Intervention and Support System (MTSS) that includes services to address the academic, behavioral and social-emotional needs of students.

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:

Multi-Disciplinary Team (MDT) meetings are held to support successful transitions when students exit the court school. The stakeholders at the MDT meetings may include, student, parent/guardian/educational rights holder, Probation Officer, court school counselor, court school principal, receiving school district personnel, and mental health clinician. School staff engage in a 90-day follow-up after students exit the court or community school. Partnership meetings with juvenile court judges, court officers, school representatives, and Health and Human Services are held throughout the year. Enrollment and exit communications are sent to partner school districts to coordinate re-enrollment upon release.

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:

Students entering the court and community schools come from challenged backgrounds. The academic careers of most students have been negatively impacted by one or more of the following barriers to success:

- lack of basic academic skills
- truancy
- social and family issues (such as recent immigrant status, lack of a stable home environment, and pregnant/teen parenting status)
- substance abuse and addiction
- criminal activity.

The student population is highly transient. Students are typically enrolled for a few days up to one semester. The goal of the court and community schools is to help these students continue their

education by attending school on a regular basis, earn credits towards graduation, and be model citizens.

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:

Multi-Disciplinary Team (MDT) meetings are held to coordinate services including, but not limited to the following: mental health, health and human services, probation, school placement, student/family needs, pregnant/teen parenting resources, medical, nutrition, and special education. School administrators and counselors refer students and families to needed resources and supports through community agencies.

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:

The MCOE has a local partnership with the local community college to provide concurrent and dual enrollment courses for high school students. School counselors work with College counselors and students for enrollment.

We have a partnership with the California Student Opportunity and Access Program (Cal-SOAP) to provide tutors and mentors on school campuses to support a college- and career-going culture. These tutors and mentors are recruited from the local community college, CSU Stanislaus, and UC Merced.

A variety of Career Technical Education (CTE) pathways are provided at all court and community school campuses to increase student vocational skills. Current CTE pathways include:

- Construction
- Environmental/Ornamental Horticulture

- Robotics & Coding
- Business Marketing
- Computer Applications
- Law Enforcement

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents are encouraged to participate on formal and informal committees, such as SSC, ELAC, DELAC, DAC. Schools continue to use the Auto-Dialer system for communications to parents regarding school events, resources, and parent involvement opportunities. Each campus employs a Bilingual Instructional Aide to provide translation and interpretation services for parents. The Parent Portal is available for parents to review their child's educational information, including grades, attendance, and academic achievement on assessments. Parents are involved in 504 meetings and IEP meetings. Parents are invited to attend family events, such as back to school night, awards ceremonies, college and career days, and graduation.

Parents are encouraged to participate in educational opportunities, such as the Parent Leadership Training Institute (PLTI). The PLTI provides parents with a 20-week course that includes, self-perception and leadership, government, policy and media, and culminates in a community project to apply the new skills within a community context. Additionally, parents are encouraged to participate in an annual parent conference called the Parent Institute. The parent institute includes workshop topics such as the importance of attending school, gang awareness, juvenile justice system, parenting skills, parent teacher conferences, and others.

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:

Federal funds are used to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students, especially those in student target groups, such as English Learners, Foster Youth, Students from Low Income families, and Students with Exceptional Needs, in meeting challenging state academic standards, as reflected in our LCAP. The decision on how to use the funds is made after an analysis of student data and other pertinent data. The primary student data analyzed come from the California School Dashboard, which includes: ELA and math academic performance, suspension rate, chronic absenteeism rate, EL performance, and graduation rate. The data is analyzed by staff and stakeholders to determine what is of greatest need in the LEA. The data analysis is also important in being able to identify areas of strength so the LEA can continue the strategies.

The MCOE offers CTE courses and career readiness programs to provide students with career exploration and work-based learning opportunities. The following career pathways are provided at court and community schools:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing
- Computer Applications
- Law Enforcement

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

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:

School personnel are a part of the Multi-Disciplinary Team (MDT) meetings held to support successful transitions when students exit the court school. School personnel and Probation officers work together to discuss the educational, behavioral and social-emotional needs of students.

Students recently released from the court school are enrolled in the Link Program, a supplemental transition program held after school in collaboration with the community school. Students are provided with educational workshops and enrichment opportunities to reduce recidivism.

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:

When a student with an Individualized Education Plan (IEP) enters and exits the court and community school programs, a transitional IEP meeting is held to discuss needs and services. The IEP team includes the student, parent, district of residence personnel and court/community school personnel.

Probation and Court school personnel are in daily communications regarding students entering and exiting the juvenile justice facility, including educational placement decisions.

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:

When alternative placements are needed for students interested in continuing their education but unable to participate in a traditional public school program, the following are available:

- Valley Community Schools daily program
- Valley Community Schools independent study
- District of residence community day schools
- District of residence continuation high schools
- Non-public schools
- Charter schools
- Adult schools

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development is aligned to the LCAP goals and actions. Ongoing professional development is a commitment for all teachers and administrators. New teachers with intern and preliminary teaching credentials are enrolled in the MCOE Teacher Induction program and assigned a mentor teacher. New administrators with a preliminary administrative credential may enroll in the MCOE Admin Keys program to clear their credential and are assigned a mentor administrator.

The MCOE Special Education Department uses Title II funds to provide experienced coaches and mentors for all teachers who have provisional and short-term permits, intern credentials, and teachers participating in the MCOE Teacher Induction Program. All coaches and mentors meet with their buddy/mentee on a regular basis to go over policies, procedures and best teaching practices. Coaches and mentors provide information and training on areas aligned with the California Standards for the Teaching Profession.

MCOE recognizes the need for special education teachers statewide and therefore provides tuition assistance for current teachers to obtain a special education credential or added authorizations to provide specialized services to students. MCOE has also developed and will be implementing a Education Specialist Credential program that will be housed at MCOE. This will allow staff pursuing their Education Specialist Credential the convenience of attending classes locally.

Teachers may advance on the salary schedule by enrolling in professional learning and growth opportunities through the earning of higher education course units. These courses are personally chosen by teachers and approved by the administrators for advancement.

To ensure all students have access to effective instruction, the MCOE's teacher evaluation process supports the development of increasingly high-quality teaching and learning practices. The evaluation process includes observations, conferencing opportunities, professional goal setting activities, and reflection opportunities throughout the year. The evaluation standards are aligned to the California Standards for the Teaching Profession.

Additionally, teachers may develop meaningful leadership opportunities by taking on lead roles such as Curriculum Department Leads, WASC Leads, and Administrative Designee. These roles support administration with the coordination and implementation of projects and initiatives that support student academic success in school.

Aspiring administrators may participate in the MCOE Preliminary Administrative Services Credential program, which prepares individuals with the knowledge, resources, tools, and credential to become an administrator.

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:

Valley Community School Merced was identified for CSI because of a graduation rate below 67%. Meaningful involvement of parents, students, certificated and classified staff and other stakeholders was critical to the development of the CSI plan. The CSI involvement and review process was aligned with the school's LCAP, LCAP Addendum, WASC, and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Funds are not distributed to schools, rather an expenditure plan is developed with stakeholder input. The annual comprehensive needs assessment process includes a review of professional development needs to support positive outcomes for high need students and how funding resources will be prioritized to support such needs.

As a result of this annual comprehensive needs assessment, professional development and teacher collaboration time for implementation of California standards-aligned instruction, student progress reviews to inform instruction, and development of curriculum embedded assessments will be provided.

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:

Stakeholder involvement of parents, students, certificated and classified staff and others is critical to the development of a continuous improvement plan that addresses the highest need students. Stakeholder input is gathered through in-person meetings and paper and digital surveys.

During teacher collaboration meetings, regular analysis of California School Dashboard data and local student assessment data is conducted to determine instructional effectiveness and student

progress. These discussions are reviewed and shared with the administrative leadership team to make refinements in professional development plans.

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:

The Merced County Consortium will provide Designated and Integrated ELD Professional Development to certificated and classified staff to refine teaching practices and strategies designed to improve the instruction and assessment of English learners. It is recognized that there is no one-size approach that works for all, so a variety of professional development opportunities will be provided to respond to the diverse needs of English learners. As language development occurs in and through content and is integrated across the curriculum including integrated ELD and designated content-based ELD, Designated and Integrated ELD will be formalized and tailored to each LEA's needs to better support language development and access to intellectually rich and standards based curriculum in all content areas:

Certificated and classified staff will be trained on the B.E.L.I.E.F. Modules and the California English Learner Roadmap, which focus on current ELD research, to support district and site administrators with the implementation of both Integrated and Designated ELD. By implementing this process, the ELD Program for English learners, whether they are Newcomers, Long-Term EL's, etc. will be refined and continually improved.

Regular classroom observations, which model engagement, interaction, discourse, inquiry, and critical thinking along with grade-level planning (PLCs) will continue to be refined to inform and improve teaching and learning within the cycle of learning. Students will be provided with a relevant, rigorous, intellectually rich standards-based curriculum with instructional scaffolding for comprehension, participation and mastery of grade level content.

Continued professional development on ELA/ELD curriculum will be provided to teachers and paraprofessionals, so that they can utilize their resources optimizing EL access to the full curriculum. Training and professional development will be provided in integrating task types that accelerate language acquisition and content knowledge within Integrated and Designated ELD. High schools within the consortium see a need for training in expository writing across the curriculum, which includes note taking, which is crucial for access to all subject areas.

Mathematics and NGSS professional development training, TK-12, e.g. lesson design, co-teaching of model lessons, debrief/feedback and review of data, i.e. Formative assessment to monitor English learner progress will also be a focus for 2018-19.

The consortium sees a need for professional development for both certificated and classified staff on the topic of Special Education English Learners, as it relates to Section 504, IEP's, and inclusion within the regular education setting. Therefore, training on writing appropriate language goals within a student's IEP to monitor language progress will be a collaborative effort on the part of Special Education and Regular Education. In addition, targeted interventions for Special Education English Learners that integrate language and content objectives is a shared responsibility within the MTSS Framework that the consortium intends to address.

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:

The Merced County Consortium will identify and establish a plan of action for immigrant students that provides academic and social assistance during the instructional day and afterschool through an enrichment component to facilitate immigrant students' adjustment to U.S. schools.

Student's home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed for literacy and proficiency along with English.

Participating consortium high schools will better meet the needs of immigrant students who arrive with limited time to complete graduation requirements by providing tutorials, mentoring, and counseling. Participating high school districts in the consortium will inform students and parents of activities coordinated with community-based organizations, institutions of higher education, or private sector entities that have expertise in working with immigrant students and their families.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Participating districts in the consortium will utilize supplemental programs and services to meet the linguistic and academic needs of English Learners as it pertains to the four domains: Listening, Speaking, Reading, and Writing. The ELA/ELD Framework, ELA/ELD Adoption Tool, and ELD Standards will help drive program and material decision purchases.

Supplemental funds will be used to provide additional support to English Learners to increase engagement (Collaborative ELD Standards) in the core curriculum and ensuring access to all content areas (Interpretive and Productive ELD Standards) intentionally takes place. Schools will receive training in building partnerships with after-school, early education and/or other entities to provide additional support for ELLs to accommodate challenges in mastering academic content.

Instructional strategies using technology integration will be provided to increase access and improve academic achievement for English learners in grades TK-12, including “Assistive Technology” for Special Education English learners. Fluency in current technological practices is essential in accurate assessments of standards proficiency on computer based assessments (e.g. CB ELPAC and CAASPP). Technology proficiency is an essential pathway to foster skills, language(s), literacy and knowledge students need for college-and career- readiness and participation in a global, diverse multilingual 21st century world.

The consortium understands that in looking at the key components of an effective system: Teaching & Learning, Building Leadership Capacity, Cycle of Learning, and Monitoring & Evaluation that implementing a Plan Do Study Act (PDSA) cycle is crucial under Title III Programs and Activities. By implementing several PDSAs throughout the year strategically to address scaffold supports and differentiation for English learners, both teachers and paraprofessionals will be able to better analyze their instruction and formative assessments practices, thus accelerating language and content knowledge within Integrated and Designated ELD, whether it be small group or whole group instruction. Educational leaders at each level of the school system will be provided with training to support responsiveness to the strengths and needs of English learners in their communities and utilize valid assessment and other data systems that inform instruction and continuous improvement. Through this PDSA process, the formative, to interim, to summative assessment (ELPAC and SBAC) teachers, administrators, and counselors will be able to continue to build their Leadership Capacity, as they Monitor and Evaluate programs for English Learners. Likewise, a PDSA can be done for inclusion for a push-in model for Specials Education English Learners, in which both regular education and special education teachers work together within the classroom setting.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Participating districts in the consortium will continue to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD. This will be executed through data reviews tied to routine assessments (ELPAC, CAASPP, ALPI, local measures,

etc.) to determine growth towards reclassification. Data reviews/talks will take place in the following manner: Student data talks to create goals; Teacher grade-level collaboration (PLCs); and Leadership Team (administration and teachers). Just like it was mentioned in the Program and Activities section above, the Cycle of Learning through the PDSA process will be embedded to help reteach, re-assess, and support English learners in all core classes.

For 2019-2020 paraprofessionals, teachers, site and district administration will receive training on ELPAC, so that there is a clear vision and connection between Language learning, literacy, and assessment. All paraprofessionals, teachers, and administrators must understand what the ELPAC is asking students to be able to do (task types aligned to the ELD standards), in terms of the “language demands,” to help accelerate language learning and access to all core subjects. This will be done through the following resources: ELPAC Practice Tests, A Parent Guide to Understanding the ELPAC, ELPAC Practice Test promotional flyer, the ELPAC Matrix Four (Student Accessibility Graphic), ELPAC Academy, etc. Resources can be found on the following link:

<https://www.cde.ca.gov/ta/tg/ep/documents/elpacresourcefactsheet.pdf>

Reclassification criteria for both English Learners and Special Education English Learners will be evaluated and refined to ensure that current practices are up to date with policy guidelines from the California Department of Education which are articulated in the EL Master Plan. The EL Master Plan is designed for continuity and alignment in monitoring student progression towards English proficiency. As such all educational stakeholders will build capacity in articulating the parameters of reclassification and monitoring of Reclassified Fluent English Proficient students to parents and students in all content areas.

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:

The MCOE will be utilizing Title IV funding to support a well-rounded education and safe, healthy schools. The priorities for funding were based on stakeholder input at LCAP stakeholder forums and surveys.

Students in court and community schools have the lowest rates of participation in extracurricular and enrichment opportunities both inside and outside of school, leading to lower rates of student engagement and motivation in school, and lower social emotional confidence. To address these needs, educational enrichment and after school activities will be provided, such as:

- Academic Decathlon
- Driver's Education
- sports
- music
- cooking
- photography
- STEAM
- robotics
- life skills (financial literacy, job search, job shadowing, public speaking)

During stakeholder input meetings, student mental health and trauma informed care were identified as needs. Title IV funding will be used to support student mental health needs, including but not limited to mental health clinician services, mental health workshops for students and staff, and professional development around trauma-informed care.

Title IV funding will also be utilized to improve the use of technology to improve academic achievement, academic growth and digital literacy of students. Such expenditures include the purchase of individual hotspot devices for students to access Internet from home, technology equipment for instructional and enrichment purposes, software applications, platforms, digital instructional resources, and other one-time instructional technology purchases.