

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/postings.aspx>

For which ESSA programs apply to your LEA?

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.)

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 four goals as established by stakeholder input and the governing board.

Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency.

Goal 2 - Broad: Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and involvement especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy.

Goal 3 - Focused: Decrease the number of chronically absent students by 12% by 2024, with a decrease of 4% per year, as measured by local data from our SIS monitored on a quarterly basis.

Goal 4 -Maintenance: Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, maintain facilities, and coordinate services in support of Foster Youth and Expelled 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 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.

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(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.

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:

Merced COE conducted an analysis of educators' credentials and assignments to identify disparities that result in low-income and minority students being taught at higher rates than other students in MCOE programs.

The MCOE Special Education programs serve students with moderate to severe disabilities and students needing intensive social/emotional/behavioral interventions. MCOE classes have an average of 12 students per classroom. MCOE Special Education classrooms consist of grade spans, not one grade per classroom.

Student Programs serves students from TK-12th grade in Valley Community Schools, Juvenile Court School, a Charter school. Students in Valley Community schools (Grades 6-12) are referred by their District of Residence and need additional support in place to become successful in their program requirements and in turn be able to return to their district. These classrooms consist of grade spans, not one grade per classroom. The students in Juvenile Court School are educated in a facility provided by Merced County in mixed grade level wings. The Charter school serves TK-12th grades and is non classroom based. Every effort is made to hire effective, experienced teachers to provide instruction to our students.

The analysis included the identification of low-income students taught by inexperienced teachers. MCOE defines inexperienced teachers as those who hold a Provisional Internship Permit (PIP), Short-Term Staff Permit (STSP), or are participating in an approved/accredited Intern Program. The data on the number of PIPs, STSPs, and Interns working in the MCOE programs came from CDE's SARC website (www.sarconline.org). Data was also gathered from the MCOE Human Resources Credential Analyst's list of teacher credentials and permits that is updated monthly based on credentials and permits on file with the California Commission on Teacher Credentialing.

After close analysis of credential data and the number of low-income students enrolled in MCOE programs, it has been determined that in 2020-2021, 19% of MCOE teachers are defined as inexperienced (data source: SARC). The data also shows that 73% of our students are considered to be low-income (data source: EdData)

The data also shows that 83% of our students are considered to be minorities. Approximately 85% of MCOE students who are in a minority subgroup are also considered low-income (data source: DataQuest).

MCOE has engaged the Special Education Advisory Committee (SEAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Administrators and MCOE staff to identify strategies to address the disparities listed above. SEAC meetings are held monthly and the other meetings are held throughout the year. The coordinator of the Educational Specialist Interim Program has attended several SEAC meetings to discuss recruitment, retention, and/or training of Special Education teachers. The agendas for these meetings include ongoing topics to address the professional development and support needs of teachers. Occasionally other content coordinators are invited to present credentialing information on current requirements.

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. MCOE 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. Teachers on Special Assignment (TOSA) positions are hired to focus on supporting the teachers on provisional and short-term permits and intern credentials. 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 implemented an 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).

MCOE has three schools identified for Comprehensive Support and Improvement (CSI). Merced Valley Community School and MCOE Special Education are identified for low graduation rates. Floyd Schelby is identified as low performing. MCOE involves parents and family members in jointly developing the CSI Plans. Parents and students provide input and recommendations to the CSI plan through various committee meetings. We actively recruit for a diverse parent group to be represented. Through these various committee meetings, parents provide feedback and planning support which leads to a jointly developed CSI Plan to overcome barriers to graduation, academic performance, and academic engagement. We do not have any schools identified for TSI.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA parent and family engagement policy is distributed to all parents as part of our Annual Notice to Parents. The policy is currently being revised and will be disseminated to all families once approved by the Superintendent. It is based on Board Policy and Administrative Regulations to ensure compliance with federal/state regulations. It is reviewed and updated annually based on feedback from parent advisory groups such as SSC, ELAC, DELAC, and during the Title I Parent Meeting. At this meeting parent rights and involvement are explained, CAASPP data for ELA and Math and ELPAC are reviewed. The site administrators review chronic absenteeism, suspension, and expulsion rates, LCAP goals, and explain how funds are used at the school site. This increases parents' understanding of data and programs, and their involvement in helping meet those expectations. Connections and relationships are built at this time. During a family orientation with the site administrators, expectations, policies, and procedures are reviewed. Counselors meet with students to develop an ILP (Individual Learning Plan) which includes a review of transcripts, remaining credits, and post-high school plans. For state assessments, parents receive Student Score Reports which explain performance on CAASPP/ELPAC compared to state proficiency expectations. They have an opportunity to ask staff questions about student progress through email, phone, or in-person conferences. Parents can access Aeries to see attendance and grades. Report cards are sent quarterly so parents can monitor academic progress. Independent Study (IS) students are assigned devices to be taken home with MiFi routers to access school programs from home and complete work. During enrollment, there is a tutorial provided to families. A parent activities calendar is created and distributed to parents at the beginning of the school year during orientation. Events are held to promote positive school culture. We encourage our parents to join PLTI (Parent Leadership Training Institute) from Early Education to increase parent/child interactions, quality programs and provide them with tools to become leaders for their children. We have held FAFSA (Free Application for Federal Student Aid), college-going, and Gang Awareness workshops. We are partnering with other local agencies to provide educational presentations to parent groups, including Tobacco Education. MCOE educates our leadership group during monthly training and meetings on the value of family engagement and involvement in parent programs. Principals are provided step-by-step instruction and provided guidelines on how to run successful and compliant SSC and ELAC committees. They are also provided models for required school-level plans for parent involvement. Our Leadership group educates their certificated and classified staff during staff meetings and activities on the importance of parent and family involvement. For example, procedures for parent volunteers in classrooms are provided to teachers. Site leaders work with office support on how to communicate with families and with parent groups in various committees to listen to and inform how schools can support parents in feeling like an equal partner for the success of their child. Sites survey parents to determine information, skills, and support needs for participation including activities to help parents support student learning and development at home. SSC and ELAC parent committee members will work alongside school staff to provide training on their different cultures and traditions for staff to be more culturally responsive in the school environment. MCOE, in conjunction with our local community college, promotes a Customer Service Academy for the professional development of all of our staff in learning how to build relationships with our parents and families. MCOE holds quarterly secretary and registrar meetings to provide education on how to increase communication and create a welcoming environment for families and students. Special Education staff receive training and coaching on how to work with parents through the IEP (Individualized Education Program) process. The IEP team provides clear explanations during the process to ensure understanding and follows a guide to ensure no steps are overlooked. An interpreter is present at the IEP meetings for non- English speaking parents. It is important to periodically ensure the parent or guardian is understanding and asking any questions they may have to make informed decisions. MCOE provides reasonable accommodations to parents and family members. MCOE meets with families of migrant students to inform parents of the effects of lack of consistent schooling and how to support their children in the transition in and out of school. Notifications are sent in multiple languages. Bilingual aides, located at every campus, assist with interpretation for meetings, conferences with teachers. Staff translate documents for parents/guardians relating to school notices, student reports, and/or IEP documents. Parents of EL students receive an annual notice of their child's language proficiency and are included in the process for reclassification. All campuses are accessible to those who use mobility devices and we can provide assisted listening devices to parents with hearing impairments.

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.

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 addresses 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. 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.

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:

Special Education: The MCOE Special Education programs have developed a plan based on the analysis of State and local benchmark assessment data, as well as an analysis of common areas of need from students' Individualized Education Program (IEP). The plan also includes feedback from stakeholder groups, including parents and local agencies, to develop and enhance programs and services for our students with disabilities.

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 throughout the 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 the 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.
- provide special education services as designated in the student's IEP.

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:

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/Programming
- Law Enforcement
- Digital Media Arts
- Health

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 Program (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:

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:

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 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:

The formal Memorandum of Understanding between the Merced County Office of Education and Merced County Probation includes the following collaborative services:

- Provide instruction by appropriately credentialed and/or authorized teachers;
- Provide a minimum of 240 minutes of daily instructional time;
- Provide year-round instruction Monday-Friday, excluding MCOE holidays and professional development days;
- Provide ongoing professional development to MCOE instructional staff related to curriculum and instructional strategies;
- Provide standards-based board adopted instructional materials and instructional technology;
- Identify youth with special needs, such as special education, 504 plans, and English Language Development, and provide appropriate services to such youth;
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff;
- Comply with Title 15 regulations for the education of youth incarcerated in the juvenile justice facility;
- Maintain safety and security of the juvenile court school;
- Provide adequate classroom space;
- Provide a daily list of students attending school;
- Provide written guidelines and formal trainings to MCOE staff and substitute teachers on Juvenile Hall policy and procedures, and restrictions and prohibitions when working in a correctional complex;
- Encourage parent involvement through attendance at Individualized Education Program (IEP) meetings, graduations, and transition planning meetings;
- Collaborate and communicate with district schools to ensure released students attend their district schools;
- Provide professional development and collaboration in the development of a Behavioral Management System;
- Conduct regularly scheduled staff meetings to identify and implement ways to deliver the instructional program in a comprehensive, coordinated, and collaborative manner, make more effective use of the school day, discuss student performance and achievement, and provide information relevant to the needs of the instructional and correctional staff;
- Share confidential student information and records that are relevant to their legitimate educational interest or other legally authorized purpose; and
- Provide additional supports to assist in successful transition back to a student's district school through an after school program that includes workshops, extracurricular activities, mentoring, tutoring, and study trips.

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.

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:

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 the 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 and sometimes longer (until graduation). The goal of the court and community schools is to help these students continue their education by attending school on a regular basis, earning credits towards graduation, and being 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 support 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:

MCOE has a partnership with the local community college to provide concurrent enrollment courses for high school students and is seeking a partnership to also offer dual enrollment. 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, Fresno Pacific, 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/Programming
- Law Enforcement
- Digital Media Arts
- Health

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)

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:

Parents are encouraged to participate on formal and informal committees, such as SSC, ELAC, DELAC, DAC. Schools use Parent Square 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 active participants 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, the 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. We also developed a local data plan with additional measurements, including local academic assessments, attendance rates, credit completion rates and more, to help identify areas needing support. 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/Programming
- Law Enforcement
- Digital Media Arts
- Health

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 is a part of the Multidisciplinary 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 RISE 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 Program (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, court/community school personnel, and any staff that is needed. 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:

Merced County recognizes the need for educational services for all students, including expelled students. It is important to provide support and service to students while recognizing the rights of others to be safe. Within Merced County, there are opportunities for students who are in need of alternative educational programs.

Merced County Office of Education (MCOE) offers options via court and community school programs. Local school districts also offer educational alternatives for students. MCOE and local school districts work together to provide a range of services for students based on need.

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A student whose behavior has resulted in expulsion, including a stipulated expulsion, shall be given a rehabilitation plan that is designed by the district of residence. Student progress towards meeting the requirements of the rehabilitation plan should be monitored by the district of residence and the site of placement. Appropriate documentation shall be maintained by the school of placement and presented to the district of residence upon a recommendation to return to the district.

The governing board of each school district will determine which educational alternatives are appropriate and available for expelled youth. Educational alternatives throughout Merced County for students recommended for expulsion include, but are not limited to, the following options:

- Expulsion, suspended order, with placement on the same campus. E.C. 48917(a)
- Expulsion, suspended order, with placement on a different school campus within the district. E.C. 48917(a)
- Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.
- Expulsion, suspended order, with subsequent transfer to another district.
- Expulsion with referral to a district community day school, if available.
- Expulsion, suspended order, with subsequent transfer to a charter school
- Expulsion, suspended order, with subsequent transfer to non-public school
- Expulsion with subsequent transfer to another district
- Expulsion with subsequent transfer to a charter school
- Expulsion with subsequent transfer to a non-public school
- Expulsion with referral to the Merced County Office of Education Valley Community School Program (grades 6-12)

Parents may elect to enroll in a charter or non-public school. While charter schools are cost-free public schools, any costs associated with non-public schools are the responsibility of the parent. School districts will always offer a public school option for expelled students.

The Merced County Office of Education (MCOE) is committed to providing educational services for students expelled or referred from Merced County school districts. Educational services for expelled Merced County students are provided through Valley Community School (VCS). Additionally, expelled students who are in custody while awaiting adjudication, or who are wards of the juvenile court serving a commitment in the Merced County Iris Garrett Juvenile Justice Complex are provided educational services through the Court School.

A collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs. The county and district will exhaust their existing options, such as:

- VCS may provide a modified schedule for students.
- Referral to the VCS Independent Study program.
- Collaborate with partner agencies such as Probation, SARB, SELPA, and Behavioral Health to determine an educational program that will provide the student with educational options.
- The district may approve additional services such as additional support staff dedicated to the student, or augmented social-emotional or substance interventions beyond what is already provided at VCS.
- The district may approve alternative placement such as a non-public school or camp setting with more restrictive settings.
- Students can apply to a charter school or private school where any costs would be borne by the parent.

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 (PD) is aligned to the Local Control Accountability Plan (LCAP) goals and actions. 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 system is based on the CA professional teacher standards. The process occurs every other year for continuous improvement. The evaluation process includes observations, conferences, professional goal setting, and reflection opportunities. Faculty choose their own goals. After evaluation, teachers reflect on practices for a year to develop new goals for the next evaluation. Administrative evaluations are a similar process. The evaluation system is based on the CA Professional Standards for Education Leaders (CPSELs). Administrators set goals which become the focus for evaluations and reflect on practices to develop new goals. Outcomes, and when possible, evidence are discussed during the evaluation process with the supervisor. Ongoing PD is a commitment for all teachers and admin. New teachers with internship and preliminary teaching credentials are enrolled in MCOE Teacher Induction Program (TIP) and assigned a mentor teacher. The mentor teacher meets and supports the beginning teacher several times a month. This includes observations and completion of specified tasks by the program. After five years of teaching experience, aspiring teachers may apply for the MCOE Preliminary Administrative Services Credential program, which prepares individuals with the knowledge, resources, tools, and credentials to become an 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 MCOE TIP. 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 Teaching Standards. MCOE recognizes the need for special education teachers statewide and 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 an Education Specialist Credential program that will be housed at MCOE. This will allow staff pursuing this credential the convenience of attending classes locally. Teachers may advance on the salary schedule by enrolling in PD and growth opportunities by earning higher education course units. These courses are personally chosen by teachers and approved by admin. Our PD includes both academic and socio-emotional learning. Our Leadership and Systems office offers multiple training opportunities throughout the year including Positive Behavioral Interventions and Supports (PBIS) for teachers, as well as training for the adopted programs within the curriculum and support with the technology. Additionally, teachers may develop meaningful leadership opportunities by taking on lead roles such as Curriculum Leads, Western Association of Schools and Colleges (WASC) Leads, and Administrator Designee. These roles support administration with the coordination and implementation of projects and initiatives that support student academic success in school. New administrators with a preliminary administrative services credential may enroll in the MCOE Clear Administrative Keys program for two years and are assigned a mentor administrator to collaborate with for a minimum of 40 hours per year. The new administrators attend monthly seminars, complete 12 hours of PD, and an Individualized Learning Plan (ILP) based on the CPSELs. Administrators are encouraged to partake in PD opportunities offered by MCOE. Leadership and Systems and District Support Services offer multiple training opportunities, including PBIS, a Leadership Academy that provide tools and strategies to better equip administrators and managers to become more effective leaders, Cognitive Coaching and Adaptive Schools, and support for specific topics related to CAASPP, ELPAC, ELD, Social Emotional Learning (SEL), Technology, Math, and English Language Arts. Besides the principals of the school, there are other school leaders. Our Data Manager attends an annual SIS conference to stay up to date on the latest additions and changes and shares the information. The new Coordinator has received training as a new LEA CAASPP and ELPAC Coordinator through on-site training and webcasts. The Directors attend local, regional, and state meetings and legal workshops to stay up to date on case law and trends. The County Superintendent believes networking, training, and PD are essential in building a team who values what they do by improving abilities, skills, and expertise. Surveys are conducted at the end of every training opportunity and program ending providing both admin. and teachers a voice to share thoughts. Anonymous feedback is collected determining program and presenter effectiveness, support material & resource helpfulness, and ways to improve. We gather data to evaluate the effectiveness of the actions stated in the LCAP each year, including analyzing PD opportunities. Effective measures towards those goals are evaluated and steps are planned for improvement.

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, MCOE Special Education, and Floyd Schelby School were identified for Comprehensive Support and Improvement (CSI) because of a graduation rate below 67% or for Low Performance. 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 School Plan for Student Achievement (SPSA) for a system-wide program to address the strengths and needs of the school and LEA.

Funds are distributed to schools, and 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:

Activity data analyzed are the LEA and School Dashboards, professional development surveys and feedback, local assessments, CAASPP results for both ELA and Math, ELPAC results, suspension rates, and chronic absenteeism rates/student attendance, as well as data from our Student Information System (SIS), Special Education Information System (SEIS), and CALPADS.

Stakeholder input is gathered through in-person meetings and paper and digital surveys. MCOE collaborates with teachers, paraprofessionals, and other school staff during staff meetings. Teachers also collaborate during set professional learning community (PLC) time. 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. The Leadership Team (including Charter school leader) discusses data and activities during Principal meetings. LCAP Stakeholder meetings are held throughout the year to gather input. Parent and community input are sought during School Site Council, English Learner Advisory Committee, District Advisory Council, and District English Learner Advisory Committee meetings. WASC Leadership Team meetings are another meaningful way to consult with necessary stakeholders.

MCOE shares data and consults with its stakeholders during regular intervals of time planned at the beginning of the school year, and communicates in multiple ways to stakeholders. (written, calls, social media)

Staff meetings – weekly

Teacher PLC Collaboration – monthly

Principal Meetings – monthly

SSC & ELAC – minimum 3 times per school year

DELAC & DAC – minimum 3 times per school year

LCAP Stakeholder Meetings – minimum 2 times per school year

WASC Leadership Team Meetings - 10 for the school year

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. The Leadership Team meets with MCOE staff to collaborate on ways to improve academics at the school sites based on data reviewed. Subject Matter Coordinators offer training and hold training sessions at the sites in ELA, Math, ELD, and Technology to improve student success in areas that are targeted for improvement. Teachers are provided training in programs currently being used for curriculum and instruction (FuelEd, English 3D, Unique Learning Systems, as well as any local assessments being implemented - STAR 360, NWEA, and Unique Learning Systems). Teachers are also provided training to learn how to interpret statewide assessment data and determine the next steps to drive their instruction.

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 (English Language Development) Professional Development to certificated and classified staff to refine teaching practices and strategies designed to improve the instruction and assessment of English Learners (ELs). 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 better support language development and access to the intellectually rich and standards-based curriculum in all content areas:

Certificated and classified staff will be trained on practice for Universal Design for Learning 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. The Special Education teachers, instructional assistants, and administrators will attend a four-session series on how to “Improve Outcomes for English Learners with Disabilities” provided by California Systems of Support SELPA Content Lead. 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. For Student Programs, supplemental curriculum materials and training will be provided to school sites which focus on the needs of our Long-Term EL’s with an emphasis on the writing domain.

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. English Learner focus groups will be conducted to gather input from our students to determine the areas of struggle and how they receive the support needed.

Continued professional development on the 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.

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 are a shared responsibility within the MTSS Framework that the consortium intends to address. Training is being developed for the CA Practitioners’ Guide to Educating English Learners with Disabilities.

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 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:

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, ELD Standards, and California Practitioners' Guide for Educating English Learners with Disabilities 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 and EDL Connectors) in the core curriculum and ensure access to all content areas (Interpretive and Productive ELD Standards) intentionally takes place. Merced County Office of Education will continue 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". Fluency in current technological practices is essential in accurate assessments of standards proficiency on computer-based assessments (e.g. ELPAC and Alternate ELPAC). 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 and 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 Special Education English Learners, in which both regular education and special education teachers work together within the classroom setting.

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:

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, Alternate ELPAC, 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, reassess, and support English learners in all core classes.

Paraprofessionals, teachers, site and district administration received training on the ELPAC and alternate ELPAC assessment 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 assessment is asking students to be able to do (task types aligned to the ELD standards and ELD Connectors), 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 summative ELPAC and Alternate ELPAC, ELPAC Practice Test promotional flyer, Accessibility Matrix One (Student Accessibility Graphic), etc. Resources can be found on the following link: <https://www.elpac.org/resources/parent-resources/>

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:

MCOE attends community engagement events to identify possible collaborations/partnerships with University students and how they can support our school programs. MCOE partnered with MeTV to establish a FabLab at three of our campuses. The makerspace includes work stations for physical and virtual fabrication. Students develop essential 21st century work skills with a STEAM emphasis within a program of project-based learning. MCOE partnered with Edmentum, Apex and Unique Learning Systems to provide training in the new platform curriculum school sites will be using. To offer Driver's Education to our students, MCOE collaborates with the local DMV to provide an appropriate curriculum. MCOE partnered with Music Speaks to offer musical therapy to our students. Their goal is to provide music therapy to enhance the health, function, and well-being of each client.

MCOE students participate in Academic Decathlon and the writing festival through the Student Events department. VCS Los Banos partners with other Alternative Education schools to compete in sports education. MCOE is looking into partnering with CA Health Collaborative to bring awareness of the Tobacco Control Program to our schools. They provide community outreach, youth engagement, student presentations, educational materials, and parent workshops. MCOE leadership team will attend focus groups with Merced County Behavioral Health and Recovery Services to provide feedback for identified student needs on our school campuses. A future collaboration may be possible to have Merced County BHRS support our goals in decreasing truancy and chronic absenteeism to prevent school failure by reducing the root causes that contribute to chronic absenteeism. Our school psychologist and counselor were trained and provided training in Youth Mental Health First Aid to site staff.

The priorities of funding, based on stakeholder input at LCAP forums and in surveys, showed a need for extracurricular enrichment opportunities both inside and outside of school or during the summer. Driver's Education and musical therapy classes to students who were interested as an after school enrichment. Other offerings that will be provided are academic decathlon, sports, cooking, arts education and activities, field trips to enrich experiences, photography, STEAM, robotics, and life skills which include financial literacy, job search, job shadowing, and public speaking). For Special Education students, enrichment activities were provided during the summer in the areas of: Culinary Camp at Wired Cafe, Sports Campus at Delhi Education Park, a Fishing Trip, and Guided Painting.

Funds are used to implement Tier 1 and 2 of Positive Behavior Interventions & Systems (PBIS). Site administrations, the Leadership team, counselors, and teachers have attended training provided by MCOE to begin the implementation of PBIS at the school sites. This system teaches appropriate behavior and expectations just like they would another subject, encourages appropriate behavior, and focuses on prevention, not punishment. Part of the PBIS incentive program is the Red Critter program which tracks and awards points. The WhyTry curriculum provides two programs used in advisory classes including a Resilience for Youth course.

Mental health support was another area identified during LCAP forums as a need for student support. MCOE is contracting with an agency to provide 1-2 mental health clinicians at our school sites with day programs. Assemblies are provided to students and staff and parents/community members on topics such as bullying, cyberbullying, and suicide prevention. Clinical psychologist interns are providing counseling services for Special Education students identified as needing this support.

MCOE is increasing the use of technology with our students. Students have 1:1 devices to support their learning and improve academic achievement. Funds were used to purchase individual Mifi devices for students to access the Internet from home, technology equipment to support instructional and enrichment purposes, software applications, platforms, and resources. Our goal is to develop educational technology capacity and digital citizenship through the use of individual devices.

Funds are used in the area of safe school campuses. Security cameras were purchased and installed and two way radios were provided to schools. Yondr pouches are used with the daily program students to secure phones and help adhere to behavioral expectations.

The objectives of these activities are to address the needs of students voiced during our LCAP Stakeholder forums held throughout the year and in surveys. The intended outcome is for students to show interest in the activities provided by signing up and attending them for the duration. The effectiveness of the activities will be monitored through various means: LCAP stakeholder forums where families and staff will voice whether the activities are benefitting the students, surveys taken by families, students, and staff, sign-ups and attendance maintained during the activity offering. If certain activities have high enrollment, MCOE may consider offering it multiple times to capture a larger student audience. If certain activities have less desirable enrollment, then discuss with stakeholders the reasons and develop a plan going forward, which may include transitioning to a different activity offering.

