

**AGENDA**  
**MERCED COUNTY BOARD OF EDUCATION**  
**February 21, 2023**  
**REGULAR BOARD MEETING**

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**Merced County Office of Education - 632 West 13<sup>th</sup> Street, Merced CA 95341 – Board Room**  
**The meeting begins at 3:00 p.m.**

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*[These proceedings may be recorded.]*

**I. Open**

- A. Call to Order at \_\_\_\_\_ PM by Chairperson \_\_\_\_\_
- B. Roll Call: Geneva Brett, Chairperson \_\_\_\_\_  
Fred Honoré, Vice Chairperson \_\_\_\_\_  
Dennis Hanks, Member \_\_\_\_\_  
Frank Fagundes, Member \_\_\_\_\_  
Tim Razzari, Member \_\_\_\_\_
- C. Others Present: \_\_\_\_\_

**II. Flag Salute - Pledge Allegiance to the Flag**

**III. Consent Agenda:** Items listed under Consent Agenda are considered to be routine administrative functions and will be acted on by the Board in one motion and one vote. Any items under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of the Board or the Superintendent, and considered separately. Information concerning Consent Agenda items will be provided to each Board member for study prior to the meeting. It is understood that the Superintendent recommends approval of all consent items, unless otherwise noted. (*Board Bylaw 9322*)

- A. Minutes of Regular Meeting on January 17, 2023
- B. **Resolution No. 2023-02** Recognizing March 2023 as Arts Education Month
- C. **Resolution No. 2023-03** Honoring Merced County Office of Education (MCOE)  
Regional Occupation Program (ROP) 50<sup>th</sup> Year Anniversary

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**IV. Written Communications**

- A. Correspondence Received By Chairperson
- B. Correspondence Received By Board Members
1. Form 700 – Statement of Economics Interests
- C. Correspondence Received By Superintendent
1. Sustainable Programs Serving At-Promise Students – CCS Policy Priorities of 2023

**V. Call for Public Comments on Agenda & Non-Agenda Items**

During this portion of the agenda, the public is invited to address the Board on any item of interest that is within the Board's jurisdiction (*Education Code 35145.5; Government Code 54954.3*). The Board shall conduct no discussion, deliberation, or action on any item not appearing on the posted agenda, except as authorized by law raised (*Education Code 35145.5, Government Code 54954.2*). Members of the public are limited to five minutes on each topic or agenda item and public participation cannot exceed 20 minutes total for each topic or agenda item (*Government Code 54954.3; Board Bylaw 9322 & 9323*).

## VI. Future Agenda Items

## VII. Superintendent's and Board Member's Report (Information/Discussion Only)

- A. Report of Independence Auditor's Report for Fiscal Year Ended June 30, 2022, by EideBailly Bill Williams/Mark Dieu
- B. Report on Attendance of the CTA Annual School Board Dinner Board Members/Superintendent
- C. Board Member's Report *(if any)* Board Members
- D. Superintendent's Report Steve M. Tietjen
  - 1. MCOE's Annual Report on Our Schools – February 27, 2023
  - 2. Parent Leadership Institute Conference – March 4, 2023
  - 3. MCSBA Spring Dinner – March 27, 2023 @ Grasslands Elementary School, Los Banos
  - 4. MCSBA Fall Conference – October 13-15, 2023 @ Hyatt Regency Monterey

## VIII. Business Items for Action

- A. Quarterly Uniform Complaint Report Emily Tietjen  
Coordinator-Ed. Svcs.

It is recommended that the Board of Education review and approve the Uniform Complaint Report Summary for Quarter Period October 2022 through December 2022

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_
- B. Federal Addendum Annual Update Cindy Gentry/Maria Duran-Barajas  
Coordinator/Director

It is recommended that the Board of Education approve the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Annual Update as presented

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_
- C. 2023 Ballot for CSBA Delegate Assembly Steve M. Tietjen  
County Superintendent

It is recommended that the Board of Education authorize cast ballot for the 2023 Ballot for CSBA Delegate Assembly for Subregion 8-D (Merced County)

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

## IX. Adjournment: \_\_\_\_\_ PM

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

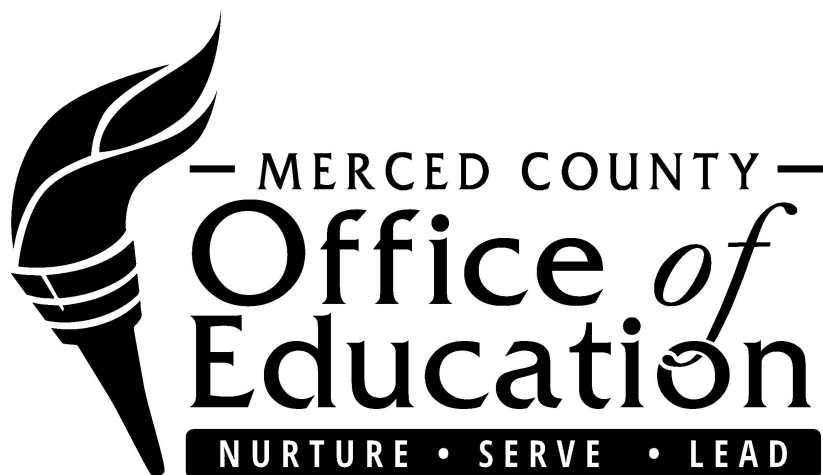
**Americans With Disabilities Act Assistance:** Auxiliary aids and services include a wide range of services and devices that promote effective communication for individuals with disabilities. If you require such assistance, please notify the Office of the Superintendent at (209) 381-6601 as soon as possible. Every effort will be made to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to the meetings of the Merced County Board of Education.  
(Government Code 54954.2) (Board Bylaw 9320 & 9322)

**Availability of Documents for Public Inspection:** Any disclosable public records related to an open session item on a regular meeting agenda and distributed by the Merced County Office of Education to all or a majority of the members of the Merced County Board of Education less than 72 hours prior to that meeting are available for public inspection in the Superintendent's Office at the Merced County Office of Education, 632 West 13<sup>th</sup> Street, Merced, CA 95341, during normal business hours. The agenda is made available on our website: [www.mcoe.org](http://www.mcoe.org) (Government Code 54957.5) (Board Bylaw 9320 & 9322)

Merced County Board of Education

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# Consent Agenda



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

**MINUTES  
MERCED COUNTY BOARD OF EDUCATION  
January 17, 2023**

**REGULAR BOARD MEETING**

Merced County Office of Education Board Room  
632 W. 13<sup>th</sup> Street, Merced, CA 95341

**I. Opening**

- A. Board Chairperson, Geneva Brett, called the regular meeting of the Merced County Board of Education to order at 3:00 PM.
- B. Members present were Geneva Brett, Fred Honoré, Dennis Hanks, and Tim Razzari. Frank Fagundes was absent.
- C. Others present: Osvaldo Verduzco, Cindy Gentry, Maria Duran-Barajas, Cristine Vara, Annette Palmer, Mark Pintor, Laura Fong, Janet Riley, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent

**II. Flag Salute – Pledge Allegiance to the Flag**

**III. Consent Agenda:** Items listed under Consent Agenda are considered to be routine administrative functions and will be acted on by the Board in one motion and one vote. Any items under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of the Board or the Superintendent, and considered separately. Information concerning Consent Agenda items will be provided to each Board member for study prior to the meeting. It is understood that the Superintendent recommends approval of all consent items, unless otherwise noted. (*Board Bylaw 9322*)

- A. Minutes of Regular Meeting on December 12, 2022
- B. **Resolution No. 2023-01** Recognizing February 2023 as Black American History Month

Dennis Hanks moved and Tim Razzari seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 4-0 (*Fagundes absent*).

**IV. Written Communications**

- A. Correspondence Received By Chairperson: None.
- B. Correspondence Received By Board Members: None.
- C. Correspondence Received By Superintendent: None.

**V. Call for Public Comments on Agenda & Non-Agenda Items**

The public was invited to address agenda items, submit items within the subject matter jurisdiction of the Board for future consideration, or speak to issues related to the function and operation of the County Board of Education.

No comments were made.

**VI. Future Agenda Items**

**VII. Superintendent's and Board Members' Report (Information/Discussion Only)**

- A. Board Member's Report (*if any*): None.
- B. Superintendent's Report: Steve Tietjen, County Superintendent reported on the following:
  - 1. Student Events 2022-23
  - 2. MCOE's Annual Report on Our Schools – February 27, 2023
  - 3. Impact of the Storm – Flooding of Planada & McSwain School Districts

## VIII. Business Items for Action

### A. Outstanding Employee Selection Committee

It is recommended that the Board of Education select a Board Representative to serve on the *Outstanding Employee Selection Committee* (current rep: Frank)

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to select Frank Fagundes to serve as Board Representative of the Outstanding Employee Selection Committee. The motion carried with a vote of 4-0 (*Fagundes absent*).

### B. MCSBA Executive Committee

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County School Boards Association (MCSBA) Executive Committee*. (current rep: Geneva) [2-year term, expires 2023]

**Tim Razzari** moved and **Dennis Hanks** seconded a motion to select Geneva Brett to serve as the Board Representative of the Merced County School Boards Association (MCSBA) Executive Committee. The motion carried with a vote of 4-0 (*Fagundes absent*).

### C. Head Start Policy Council

It is recommended that the Board of Education select a Board Representative to serve on the *Head Start Policy Council*. (current rep: Geneva) [2-year term, expires 2023]

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to select Geneva Brett to serve as the Board Representative of the Head Start Policy Council. The motion carried with a vote of 4-0 (*Fagundes absent*).

### D. Merced County Committee on School District Organization

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County Committee on School District Organization*. (current rep: Geneva) [4-yr term]

**Fred Honoré** moved and **Tim Razzari** seconded a motion to select Dennis Hanks to serve as the Board Representative of the Merced County Committee on School District Organization. The motion carried with a vote of 4-0 (*Fagundes absent*).

### E. Merced County Board of Education Regular Meeting Schedule

It is recommended that the Board of Education approve the Merced County Board of Education Regular Meeting Schedule for July 2023 through June 2024

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to approve the Merced County Board of Education Regular Meeting Schedule for July 2023 through June 2024 as submitted. The motion carried with a vote of 4-0 (*Fagundes absent*).

### F. Board Bylaw

It is recommended that the Board of Education approve the following Board Bylaw:  
9320 – Meetings and Notices

**Dennis Hanks** moved and **Tim Razzari** seconded a motion to approve the Board Bylaw 9320 – Meetings and Notices as submitted. The motion carried with a vote of 4-0 (*Fagundes absent*).

G. Educator Effectiveness Block Grant 2022 Plans

It is recommended that the Board of Education approve the Educator Effectiveness Block Grant 2022 Plans for expenditure of funds as presented for Merced County Special Education

Maria Duran-Barajas provided the report.

**Fred Honoré** moved and **Dennis Hanks** seconded a motion to approve the Educator Effectiveness Block Grant 2022 Plans for expenditure of funds as presented for Merced County Special Education. The motion carried with a vote of 4-0 (*Fagundes absent*).

H. School Accountability Report Cards (SARCs) 2021-2022

It is recommended that the Board of Education approve the 2021-2022 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School

Cindy Gentry provided the reports.

**Tim Razzari** moved and **Dennis Hanks** seconded a motion to approve the 2021-2022 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School. The motion carried with a vote of 4-0 (*Fagundes absent*).

I. School Accountability Report Cards (SARCs) 2021-2022

It is recommended that the Board of Education approve the 2021-2022 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Schelby School

Annette Palmer provided the reports.

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to approve the 2021-2022 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Schelby School. The motion carried with a vote of 4-0 (*Fagundes absent*).

IX. **Adjournment**

**Dennis Hanks** moved and **Fred Honoré** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 3:22 PM. The motion carried with a vote of 4-0 (*Fagundes absent*).

Respectfully submitted,

Steve M. Tietjen, Ed.D.  
County Superintendent of Schools  
Secretary to the Board of Education

SMT/yc

**Merced County Board of Education**

Geneva Brett, Chairperson  
Fred Honoré, Vice Chairperson  
Dennis Hanks, Member  
Frank Fagundes, Member  
Tim Razzari, Member



**Resolution No. 2023-02**

**PROCLAMATION  
ARTS EDUCATION MONTH  
March 2023**

- Whereas,** Arts Education, which includes dance, music, theater, and the visual arts, is an essential and integral part of basic education for all students, in pre-kindergarten, kindergarten, and grades 1 through 12; and,
- Whereas,** the Arts are crucial to achieving a state educational policy that is devoted to the teaching of basic academic skills and lifelong learning capacities with the goal of truly preparing all children for success after high school regardless of gender, age, economic status, physical ability, or learning ability; and
- Whereas,** a systematic substantive, and sequential visual and performing arts curriculum addresses and develops ways of thinking, questioning, expression, and learning that complement learning in other core subjects, but that is unique in what it has to offer; and
- Whereas,** pupils benefit from arts learning in the areas of cultural understanding, readiness for learning and creative thinking, cognitive outcomes, emotional intelligence and expression, social interaction and collaboration, and preparation for the workplace and lifelong learning; and
- Whereas,** many national and state professional arts education associations hold celebrations in March giving California schools a unique opportunity to focus on the value of the arts for all pupils, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, and to enhance public support for this essential part of the curriculum; and
- Now, Therefore Be It Resolved,** that the Merced County Board of Education proclaims the Month of March 2023 as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs for pupils, teachers, and the public that demonstrate learning and understanding in the visual and performing arts.

**Adopted** this 21<sup>st</sup> day of February year of 2023 by the following vote:

AYES:  
NOES:  
ABSTAIN:  
ABSENT:

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Steve M. Tietjen, Ed.D., Secretary to the Board  
Merced County Superintendent of Schools

**Merced County Board of Education**

Geneva Brett, Chairperson  
Fred Honoré, Vice Chairperson  
Dennis Hanks, Member  
Frank Fagundes, Member  
Tim Razzari, Member



**Resolution No. 2022-03**

**MERCED COUNTY OFFICE OF EDUCATION  
REGIONAL OCCUPATION PROGRAM  
50<sup>TH</sup> YEAR ANNIVERSARY**

**WHEREAS**, since 1973, Merced County Office of Education Regional Occupation Program (MCROP) has been promoting and supporting the regional delivery of exemplary career technical education (CTE), career development, and workforce preparation that contributes to student academic and career success as well as to the economic development of Merced County and the State of California; and

**WHEREAS**, MCROP provides students with valuable career technical education, allowing students to: enter the workforce with skills and competencies to be successful, pursue advanced training and education in post-secondary institutions, and upgrade existing skills and knowledge; and

**WHEREAS**, MCROP under the operation of the Merced County Office of Education (MCOE) serves high school students and adult students; and

**WHEREAS**, MCROP has been a major factor in assisting students to prepare for career and college by offering CTE pathways for all students to participate in real-world instruction, meet UC a-g requirements, and obtain college credit through articulation and dual enrollment opportunities; and

**WHEREAS**, MCROP offers courses that are part of a sequence of instruction, leading in many cases to industry-recognized credentials, certificates, appropriate post-secondary training, or employment; and

**WHEREAS**, each MCROP course, as well as the program; are staffed by qualified, credentialed CTE teachers, provide high quality curriculum and instruction aligned with state standards, encourage and support leadership development for pupils, deliver CTE outreach and communication to students, families, business partners and the region, support data-based pupil evaluation, accountability, and continuous improvement; and

**WHEREAS**, MCROP has served as many as three thousand students annually during the last 50 years; and

**WHEREAS**, students who enroll in CTE are more likely to graduate and/or transition into post-secondary opportunities at a consistently higher rate than students who do not participate in CTE learning opportunities; and

**WHEREAS**, MCROP has provided skilled workers to thousands of private businesses and public enterprises in the past 50 years; and

**WHEREAS**, California's private sector businesses have been long-time supporters of MCROP by serving on program advisory committees and providing subject matter expertise ensuring rigorous industry-approved curriculums as well as input on labor market demand; and

**WHEREAS**, businesses in turn invest in MCROCP student successes through an array of work-based learning opportunities which include internships, guest speakers, job shadowing, mentoring; and

**WHEREAS**, MCROP has prepared thousands of highly qualified CTE professionals, including teachers, administrators, counselors, and support staff – all of whom benefit from a close professional network and professional development opportunities; and

**NOW, THEREFORE, BE IT RESOLVED**, the Merced County Board of Education thereof concurring, commemoration of 2023 as the 50<sup>th</sup> anniversary of Merced County Office of Education's Regional Occupational Program in service to students, community, and industry.

**Adopted** this 21<sup>st</sup> day of February year of 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Steve M. Tietjen, Ed.D., Secretary to the Board  
Merced County Superintendent of Schools  
Board Agenda Packet 02-21-2023 Page 8 of 50



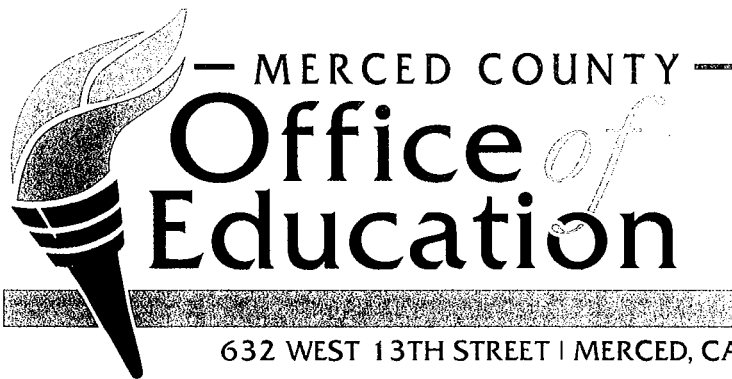
Merced County Board of Education

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# Written Communication



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

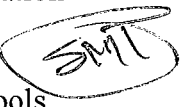


Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

February 1, 2023

**TO:** Designated Management Employees  
Merced County Board of Education

**FROM:** Steve M. Tietjen, Ed.D.   
County Superintendent of Schools

**RE:** Form 700 – Statement of Economics Interests

The Political Reform Act requires certain officials and employees who serve in positions designated in an agency's conflict-of-interest code to file a Statement of Economic Interests (Form 700). As a "designated employee" of the Merced County Office of Education (MCOE), you are required to submit a statement on or before April 1, 2023. Except for deadlines that fall on Saturday, Sunday or an official state holiday, there is no provision in the law for an extension of a filing deadline. Late statements are subject to a \$10 per day late fine.

Those designated employees/officials who have nothing to disclose may use the short version of the form. Those employees/officials who are disclosing information must complete the proper schedules. (MCOE Policy 9270)

For more information a Reference Pamphlet is provided by the California Fair Political Practices Commission. You may also visit their website at: [www.fppc.ca.gov](http://www.fppc.ca.gov)

Please complete the appropriate form(s) with information covering the period of January 1, 2022, through December 31, 2022, and return it to my assistant, Elvira Lopez, no later than Tuesday, March 29, 2023.

SMT/el

Attachments

## Sustainable Programs Serving At-Promise Students

### Summary

The at-promise students served by juvenile court and community schools often face unique barriers to academic achievement and social-emotional well-being. This proposal brings greater equity to these students by ensuring access to robust services and supports.

### Background

Juvenile court schools and county community schools offer alternative education opportunities for students who face unique challenges.

- **Juvenile court schools** provide public education for students who are incarcerated in facilities operated by county probation departments.
- **Community schools** provide opportunities for students to prepare for post-secondary education, meet graduation requirements, access quality prenatal and parenting education, and receive health and services.

These schools are operated by county offices of education and are designed to support the achievement of all students through individualized academic, social-emotional, and career-technical education courses of study. Students frequently attend Juvenile court and community schools for a short period of time and ultimately return to a comprehensive school.

Despite serving our most at-promise youth, the existing funding for juvenile court and community schools is both insufficient and unpredictable. County offices fund the annual deficits in their court and community school programs by diverting general operating resources.

Because these programs operate year-round and have highly specialized staffing needs, costs are relatively fixed. But actual funding – based on average daily attendance (ADA) – is highly variable since students enter and exit the schools frequently throughout the calendar year. Attendance is based on referrals from probation departments, school districts, and families. The decline in referrals has outpaced statewide declining enrollment trends – which is positive – but it does not change the

baseline need for these important programs to continue providing an educational safety net.

### Issue

For juvenile court and community schools, the current ADA-based funding model does not adequately support the unique needs of at-promise youth. The volatility and insufficiency of resources creates perennial financial uncertainty for student programs, dedicated teachers, mental health professionals, and other support staff. Additionally, juvenile court schools face new challenges serving the educational needs of students (non-graduates and graduates) who will be supported in their county of origin due to the realignment of the Department of Juvenile Justice (Ch. 337, Stats. 2020).

An attendance-based funding model also underserves juvenile court and community school students in two ways. First, funding based on ADA is designed to incentivize keeping students in a program, rather than proactively help students return to their comprehensive campuses. Second, funding based exclusively on ADA is not appropriate for specialized programs with unpredictable enrollment levels that fluctuate throughout the school year.

### Solution

Funding for juvenile court and community schools should be included within a COE's base grant. A standardized funding level based on countywide factors will protect high-quality programs from annual funding disruptions by providing sufficient and predictable resources. The state should invest in our at-promise students so they gain the academic, career readiness and social-emotional skills necessary to succeed.

### Contact

Derick Lennox, Senior Director, Governmental Relations and Legal Affairs, California County Superintendents: [dlennox@ccsesa.org](mailto:dlennox@ccsesa.org)

Brianna Bruns, Director, Policy and Advocacy, California County Superintendents: [bbruns@ccsesa.org](mailto:bbruns@ccsesa.org)

Merced County Board of Education

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# Superintendent's and Board Members Report



Steve M. Tietjen, Ed.D. | County Superintendent of Schools



# 2022 Merced County Schools Annual Education Report

Join us for the 2022 Merced County Schools Annual Education  
Report event on

Monday, February 27, 2023 at 11:30 a.m.

MERCED COUNTY

# Dream Big Conference

• PARENT INSTITUTE •

SAVE THE DATE:

SATURDAY, MARCH 4, 2023

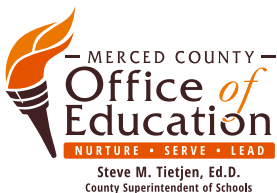
MAIN TOPIC:

ADVERSE CHILDHOOD  
EXPERIENCES (ACEs)

*"When we know  
better, we do better."*

- MAYA ANGELOU

REGISTRATION INFORMATION TO FOLLOW  
FOR QUESTIONS CALL: (209) 381-6793







# Spring Dinner 2023

Monday, March 27, 2023

5:00 p.m.	Registration
5:00 - 5:45 p.m.	Campus tour
6:00 p.m.	Dinner
6:45 p.m.	Mini-grants and general meeting
8:00 p.m.	Closure

**\$30 per person**

*Grasslands Elementary School*

*1951 Mission Drive  
Los Banos CA*

[Click here to  
Register](#)

If you have any questions please contact Ceci Perez at (209) 381-6634

# SAVE THE DATE



## Fall Conference 2023

October 13-15, 2023

## Hyatt Regency Monterey

More information will be provided via email.

If you have any questions please contact Ceci Perez at 209-381-6634



Merced County Board of Education

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# Business Items for Action



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

## Quarterly Williams Reports

2022-2023

<b>Merced County Districts Quarterly Williams Uniform Complaint Summary Reports</b>	1st Qrt. <b>July-Sep</b>	2nd Qrt. <b>Oct-Dec</b>	3rd Qrt. <b>Jan-March</b>	4th Qrt. <b>Apr-June</b>
<i>Atwater Elementary</i>	0	0		
<i>Ballico-Cressey</i>	0	0		
<i>Delhi Unified</i>	0	0		
<i>Dos Palos/Oro Loma Unified</i>	0	0		
<i>El Nido Elementary</i>	0	0		
<i>Gustine Unified</i>	0	0		
<i>Hilmar Unified</i>	0	0		
<i>Le Grand Elementary</i>	0	0		
<i>Le Grand Union High</i>	0	0		
<i>Livingston Union High</i>	0	0		
<i>Los Banos Unified</i>	0	0		
<i>McSwain Union Elementary</i>	0	0		
<i>Merced City</i>	0	0		
<i>Merced County Office of Education</i>	0	0		
<i>Merced River Union Elementary</i>	0	0		
<i>Merced Union High</i>	0	0		
<i>Plainsburg Union Elementary</i>	0	0		
<i>Planada</i>	0	0		
<i>Snelling-Merced Falls Union Elementary</i>	0	0		
<i>Weaver Union Elementary</i>	0	1		
<i>Winton Elementary</i>	0	0		

**Details of District Complaints can be obtained from Emily Tietjen 22-23**

# 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 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 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 nonclassroom based. For the 2022/23 school year, a Dual Language Immersion program in Spanish and English was added to the Charter School. 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](http://www.sarconline.org)). Data was also gathered from the MCOE Human Resources Credential Analyst's list of teacher credentials and permits which is updated monthly based on credentials and permits on file with the California Commission on Teacher Credentialing.

After a close analysis of credential data and the number of low-income students enrolled in MCOE programs, it has been determined that in 2020-2021, 18% of MCOE teachers are defined as ineffective. The data also shows that 79% of our students are considered to be low-income. The data also shows that 84% of our students are considered to be minorities. Approximately 81% 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 one school currently identified for Comprehensive Support and Improvement (CSI). Floyd Schelby is identified as low performing. MCOE involves parents and family members in jointly developing the CSI Plan. 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 Alternate ELPAC, 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 and Alternate 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 that 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 the administration. Our professional development opportunities include 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 the 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:**

Floyd Schelby School was identified for Comprehensive Support and Improvement (CSI) 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 - embedded in Leadership meetings

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 (Edmentum, Apex, 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 participate in training related to improving outcomes for English Learners with Disabilities on an ongoing basis. 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 that 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.

### **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 workstations 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 competitions through the Student Events department. Schools 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, photography, STEAM, robotics, life skills which include financial literacy, job search, job shadowing, and public speaking), and other enrichment experiences. For Special Education students, enrichment activities are provided during the summer.

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 are used to purchase individual Mifi devices for students to access the Internet from home, technology equipment and accessories 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.



California School Boards Association

***REQUIRES BOARD ACTION***

**Due: Weds. March 15—return ballot in enclosed envelope**

January 31, 2023

**MEMORANDUM**

To: All District Board Presidents and Superintendents — CSBA Member Boards  
From: Susan Markarian, CSBA President  
Re: 2023 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Weds. March 15**

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Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2023.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. Results will be published by May 11, 2023.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2023 – March 31, 2025. The next meeting of the Delegate Assembly takes place on Saturday, May 20 and Sunday, May 21, 2023. Please do not hesitate to contact the Executive Office at [nominations@csba.org](mailto:nominations@csba.org) should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper  
List of all current Delegates on reverse side of ballot  
Candidate(s)' required Biographical Sketch Forms and optional resumes  
CSBA-addressed envelope to send back ballots

***REQUIRES BOARD ACTION***

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT  
SUBREGION 8-D  
(Merced County)

Number of seats: 1 (Vote for no more than 1 candidate)

*Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025*

*\*denotes incumbent*

☐

No nominations were received; however, your board may write in the name of a board member to fill this seat.

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

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**REGION 8 – 14 Delegates (12 elected/2 appointed◇)**

**Director: Christopher “Kit” Oase (Ripon USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

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**Subregion 8-A (San Joaquin)**

Eric Duncan (Manteca USD), term expires 2024  
Cecilia Mendez (Stockton USD)◇, appointed term expires 2024  
Kate Powell (Escalon USD), term expires 2024  
Marla Sousa Livegood (Linden USD), terms expires 2024  
Raymond C. Zulueta Jr. (Stockton USD) ◇, appointed term expires 2023  
Vacant, term expires 2023  
Vacant, term expires 2023

**Subregion 8-B (Amador, Calaveras, Tuolumne)**

Sherri Reusche (Calaveras USD), term expires 2023

**Subregion 8-C (Stanislaus)**

Faye Lane (Ceres USD), term expires 2024  
Vacant, term expires 2023  
Vacant, term expires 2023

**Subregion 8-D (Merced)**

Zachery David Ramos (Gustine USD), term expires 2024  
Jessee Espinosa (Merced City ESD), term expires 2023

**County Delegate:**

Juliana Feriani (Tuolumne COE), term expires 2024

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<b><u>Counties</u></b>
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San Joaquin (Subregion A)  
Amador, Calaveras, Tuolumne (Subregion B)  
Stanislaus (Subregion C)  
Merced (Subregion D)



## **Leadership**

CSBA's leadership is comprised of a Delegate Assembly, a Board of Directors and an Executive Committee. Members of leadership are nominated and elected each year.

## **Members**

CSBA is made up of nearly 1,000 California school districts and county offices of education, and nearly 5,000 board members.

## **Delegate Assembly**

Members elect representatives from 21 geographic regions to the Delegate Assembly, which is made up of approximately 270 delegates and the Board of Directors. The Delegate Assembly is a vital link in the association's governance structure and sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors, and Executive Committee, delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state.

## **Board of Directors**

CSBA's Delegate Assembly elects representatives to the Board of Directors, which includes 21 regional representatives, five directors-at-large, four officers, the California County Boards of Education president, and any California board member serving on the National School Boards Association Board also serve on CSBA's Board of Directors. The board is responsible for setting direction for CSBA by adopting the vision and mission and overseeing the corporate operations of the association.

## **Executive Committee**

The committee is composed of the president, president-elect, vice president, immediate past president and executive director (ex officio). The officers serve for one year in each position and are elected by the Delegate Assembly at their meeting just prior to the CSBA Annual Education Conference. The Executive Committee is responsible for providing leadership between meetings of the Delegate Assembly and Board of Directors, evaluating the executive director, and acting as spokespersons on behalf of CSBA. CSBA officers also preside over meetings of the Delegate Assembly, Board of Directors and Executive Committee.

## **Delegate Assembly**

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. There are two required Delegate Assembly meetings each year.

## **Roles and responsibilities**

The Delegate Assembly provides policy direction for the association, elects officers and directors, and ensures that the association reflects the interests of school districts and county offices of education. The Delegate Assembly consists of:

- More than 280 elected board members from CSBA's 21 geographic regions
- A 31-member Board of Directors
- Past presidents of CSBA serving on local school boards
- The immediate past president of the California County Boards of Education

As described in Article III, Section 1, of CSBA's Bylaws, the Delegate Assembly has the following powers and duties:

- Adopt the policy platform every two years. The policy platform provides a broad framework for implementing the association's vision, mission and strategic directions, and as such guides the association's policy and political leadership activities
- Adopt policies and positions as needed to supplement the policy platform
- Provide testimony or input on critical issues during special hearings at Delegate Assembly meetings
- Elect the association's officers and Board of Directors
- Serve on standing committees, councils, task forces, and focus groups
- Adopt the corporate bylaws
- Provide two-way communication with local board members
- Provide advocacy on behalf of children, public education, school boards and the Association
- Support and participate in the association's activities and events.

## **Election to the Delegate Assembly**

Delegates are elected by CSBA member boards. Nominees for a delegate seat must be a board member from a CSBA member board in the nominating board's region. [Click here](#) for more information about Delegate Assembly nominations and elections.

The next meeting of the Delegate Assembly will take place on May 20-21 in Sacramento.