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

School Year
2023-2024

Date of Board Approval
June 27, 2023

LEA Name
Merced City School District

CDS Code:
24 65771 000000

Link to the LCAP:
(optional)
https://www.mcsd.k12.ca.us/District/Portal/lcap

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 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.)*

Presented to the Governing Board in conjunction with the LCAP on June 27, 2023.

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Approximately 80% of all students in the Merced City School District are Unduplicated: Metrics such as the California Assessment of Student Performance and Progress (2022), the California School Dashboard (2022), as well as local measures (District Progress Assessments), indicate at least two-thirds of Merced City students are not at standard in the areas of language arts and mathematics. The California Healthy Kids Survey (2022) indicated that students felt that parents were more involved at school this year; elementary students felt safer and more connected to school; middle school students reported feeling less connected to school and students expressed feeling the same amount of sadness as last year. Federal and local funds are aligned to address school readiness, parent involvement, mastery of standards, provide more time to learn through a variety of targeted extended day activities, as well as supplemental program support during the course of the school day (e.g. Targeted instructional assistance in grade 1, Title I Student and Parent Engagement Coordinator, Response to Instruction and Intervention; Advancement Via Individual Determination). In addition to direct services to Unduplicated and At-risk students, federal funds are used to supplement professional development for staff to enhance the delivery of instruction through evidence-based strategies, such as science and brain-based reading instruction, a universal design for learning, direct instruction, differentiation, culturally and linguistically responsive teaching, and social-emotional learning.

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.

Each school site in the District is required to continually inform the School Site Council, English Learner Advisory Committee, and site Leadership Team of the use of both federal and state funds. Each month schools review student progress data discuss services available to students and plan actions to address student needs. Title I and Local Control Funding Formula allocations are reviewed in detail. Budget changes as a result of needs assessments are shared with site Leadership and PBIS teams, School Site Councils, and English Learner Advisory Committees, and submitted to the Fiscal Department. All School Plans for Student Achievement are aligned to the District's Local Control Accountability Plan, specifically in the areas of achievement for Language Arts and Mathematics. A focus on student achievement and wellness, professional learning and staff development, and family and community empowerment are overarching goals in the District's Local Control Accountability Plan; thus, all other plans are reviewed and analyzed to ensure coherence. Parents, students, classified and certificated representatives are identified at each school site and participate in the District's Local Control Accountability Plan Parent Advisory Committee and attend meetings and forums designed to seek stakeholder input. Through the engagement of educational partners, the District gathers important information and feedback regarding student engagement and wellness, academic achievement, school culture and climate. This information informs the planning of federal and state funded activities.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The poverty criteria used to select school attendance areas will continue to be based on the number of children eligible for free and reduced meals (Richard B. Russell National School Lunch Act).

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Personnel Department works closely with the Merced County Office of Education and reviews bi-annually teacher certification, placement, and assignment. Additionally, the District supports an active Teacher Induction Program, in which mentor teachers provide guidance and coaching for new teachers. The California Standards of the Teaching Profession, classroom management, lesson design, and delivery are program areas of focus. Approximately 80% of Merced City School District students report being from low-income families: Within the district, no schools report less than 53% low-income levels. Data, based on research support instructional strategies and grade-level standards content, is collected and analyzed. Recommendations are then shared with the site principal and staff to shape site-based professional development and continuous improvement efforts.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

The District has effective structures to engage parents. Examples include the District English Learner Advisory Committee, the Local Control Accountability Plan Parent Advisory Committee, instruction for adults through the Family Engagement Resource Center, and regularly planned district-wide functions such as the annual MCSD Spotlight and the MCSD STEAM Fair. Vital to engaging parents and families is outreach for and coordination of classes and events, conducted by the District's Title I Student and Family Engagement Coordinator, Community Outreach Specialists, and site-based liaisons. Communications with parents and families are presented in multiple languages.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational partner engagement is a focus at district and site levels. The Local Control Accountability Plan Parent Advisory Committee is composed of a parent representative from each site and middle school students. The group meets quarterly to discuss parent, student, and family needs, and ways to support student achievement, as well as District initiatives. As evidenced by meeting minutes, the meetings are well attended. Representatives are entrusted to act as vehicles of information both from and to the school site and community. A system of parent/family education is established and utilized at district and site levels. Community outreach specialists have developed an evidence-based curriculum of modules specifically to foster achievement for students and increase the participation of families in school planning and improvement.
Modules include:
Oral Language Development
Listening to Your Child Read
Improving Homework Skills
Foundation Family Math
Foundation Family Science
Discipline and Guidance
Mysteries of Adolescents
Ages and Stages, Single Parenting, Positive Behavior Intervention and Supports
Opening Doors/Abriendo Puertas
PASSport to Success
Suicide Prevention: What every parent should know
Accessing the Parent Portal

Additionally, site-based community liaisons conduct parent education modules during family events and assist parents in accessing student, site, and district information through Family Help Stations located at each school office. Parent empowerment workshops are available to grade 6 and middle school parents, in multiple languages. Each school is responsible to coordinate classes for parents, as well as transportation, interpreting, and child care. In addition to parent education classes, parents are encouraged to attend parent-teacher conferences twice yearly; events such as Back to School Night, Open House, and student performances are scheduled regularly, and attendance evidence indicates a majority of parents participate. Parents are surveyed twice yearly: Outcomes of the comprehensive needs assessment inform site and district decision-making. The Parent Involvement Policy is provided in the Parent Handbook, and is published at the district web page: School-Parent Compacts are reviewed during Parent Teacher Conferences. Site Councils are active and in place at each school site: School Plans for Student Achievement are reviewed and updated throughout the year. Changes to school plans are driven by the close monitoring of the District Progress Assessment, the California School Dashboard, and other local indicators. California School Parent Survey (2021) results revealed concerns regarding academic motivation, student connectedness, and student well-being. The themes are strongly connected with learning loss and isolation during the COVID-19 pandemic. In response, additional services provided by the District's Title I Student and Family Engagement Coordinator, school counselors, site-based community liaisons, school social workers, and nurses increase support for student academic progress, and health and well-being.

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.

Not applicable.

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:

Programs and professional development designed to increase student achievement include District driven diagnostic and progress monitoring assessment in Language Arts and Math at least three times yearly for students, site-based fluid Response to Instruction and Intervention programs in which students receive additional instruction and support from specialized certificated and classified staff with differentiated materials designed to promote access and mastery of grade-level standards. Students in grade 1, who are identified as being below standard in reading, receive specialized lessons, in addition to and outside of required instructional minutes, from part-time Title I Instructional Aides. Merced City School District is an Advancement Via Individual Determination (AVID) district. Students in the program are taught and practice research-supported models for learning, such as note-taking, organization, and study skills. Summer academies, extended day, specific to reading, writing, and math, as well as tutorials, are also funded. Professional development for staff is ample, as evidenced by the professional development calendar. Staff training is informed by the results of the comprehensive needs assessment and other surveys. This year's offerings supported include Phonemic awareness, phonics, word attack, fluency, Advancement Via Individual Determination, Conscious Discipline, social/emotional learning, as well as training in materials only used in the Title I program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds for homeless children and youth are used to provide services such as social work case management and advocacy, transportation, housing referral services, referrals to health and human service providers, and information referral services for in-district supports and programs. All office staff members are trained yearly regarding policy and regulations regarding the identification and enrollment of homeless, foster, and other at-risk youth. Under the supervision of the Pupil Services Department, designated school office staff members are directed to document in the Student Information System each homeless youth and monitor the child's attendance. Students who are unable to attend school regularly or who have special needs are referred to the Department of Pupil Service to ensure appropriate services are provided.

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.

The District offers a Title I Preschool class. Title I preschool students and their families are supported in the transition to Transitional Kindergarten and Kindergarten in a variety of ways. Teachers identify the academic and other needs of each student and report them to the school where the child will attend Transition Kindergarten/Kindergarten, so the placement of the student is a priority, and services can be provided immediately. Additionally, a school psychologist supports assessment for the early identification of special learning needs. Students learn about Kindergarten through specially designed units of instruction. The Family Specialist offers parent workshops designed to facilitate the transition from Title I Preschool to the elementary: Home/School communication, expectations, registration, and actual identification of the student's home school are included in the workshop. A Positive Behavior Intervention Support Teacher actively teaches lessons regarding appropriate classroom behavior and works with families one-on-one for students who need Tier 2 and 3 levels of support to ensure a smooth transition to elementary school.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

College awareness and college readiness are a district-wide focus, as Merced City School District is an AVID district. Middle school students transitioning to high school have multiple opportunities to explore and research career pathways and to visit colleges, virtually and in person as part of AVID School-Wide. College readiness skills including organization, focused-note taking, inquiry, collaborative projects, and student leadership are key strategies to prepare middle school students for high school success. Middle School students participate in the Paxton Patterson curriculum to gain information on Career Technical Education opportunities available in high school and college. Additionally, middle school transition to high school is facilitated through a course selection process supported by school counselors, who provide middle school students with information about high school graduation and college entrance requirements. Merced City School District has a collaborative articulation data sharing system with Merced Union High School District to support academic success through appropriate course placement. Support for transitioning to high school is also offered to grade 8 students who are in foster care through the Expresso program. Supports through Expresso include student assessment regarding questions and concerns about high school, regular check-ins and supports during the year, a visit to the high school district hosted by the Greatness Project, and support for attendance in a 3 day high school orientation for students in foster care.

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:

School library programs are supported with the use of Title I funds to purchase digital/e books and resources, as well as literature sets outside of the adopted curriculum.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The District's system of professional growth includes a Principal Induction Program, Administrative Keys and Cognitive Coaching training, and a Teacher Induction Program to build capacity and leadership. Professional development is also supported through the service of teacher librarians who work with individual school leaders and teachers at multiple school sites to increase staff knowledge about literacy and the science of reading, as well as improve instructional practices. Lesson study, side by side teaching, modeling of lessons; and standards mastery for language arts, mathematics, science, physical education, and technology is a focus of the work for the teachers on special assignment.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools in the district exceed the established federal poverty threshold. All schools in MCSD were identified as eligible for Additional Targeted Support and Improvement (ATSI) per the release of the 2022 California Dashboard.No schools were identified as Comprehensive Support and Improvement (CSI).

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

In addition to monitoring student progress data, which is a direct result of instruction, the District continues to offer a professional development surveys and focus group dialogue opportunities with the support of Hanover Research, and the California School Staff Survey, for principals and teachers. Survey results, opportunities for staff to present modules based on expressed needs, and collaboration result in improved instructional strategies, resources and materials, technology, as well as information design effective professional learning activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Merced City School District staff receive training in evidence-based instructional strategies designed and intended to support the achievement of English learner students. Trainings include ongoing local and contracted professional development opportunities such as:

English Language Developent;

Guided Language Acquisition Design;

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words;

Designing and delivering higher-order questions;

Application and use of sentence frames to promote academic language;

Using Claims, Evidence and Reasoning;

Explicit Direct Instruction;

Advancement Via Individual Determination;

Diversity, equity and inclusion;

Concrete Representational Abstract (CRA) by way of Number Talks;

Consortium of Reading Excellence (CORE) professional development for early literacy instruction - based on the Science of Reading;

Conscious Discipline, and;

Utilization of assessment to monitor language progress, and academic vocabulary development.

Professional learning opportunities are offered throughout the academic year in person and virtually, in the summer, after school and during the instructional day with substitutes provided. Evidence of staff participation is available through the District's Online Management System.

The District shares accountability for the progress of English learner students with school sites. Teachers participate in activities, such as professional development in the English-Language Arts and English Language Development Framework, and apply instructional strategies supported by current research to be most effective for English learner students. All MCSD teachers are teachers of language and literacy and content. Ongoing evaluation of local, District and State assessments occurs with site administrators, teachers, and parents through faculty, site, and District English Learner Advisory Committees, School Site Council meetings, Local Control Accountability Plan educational partner engagement, and parent education events. Staff identify, provide services both during the instructional day and after school, and monitor the progress of students identified as Long-term English Learners.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides a Common Core-aligned base program designed to promote proficiency in English Language Arts, Mathematics, and Science for English learners and immigrant students. Title III programming provides one-on-one and small group tutoring through the Bali Learning Center and extended day programs. Community, family, and parent participation opportunities include literacy classes, and the provision of activities specific to parents of English learner students. The Family Engagement Resource Center offers an English literacy and technology program, and provides local community resources to families, to increase the involvement of English learner parents in the education of their children.
The actions presented in the Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010), provides a framework for MCSD's English learner program. Goals include:

- Creating a climate where students′ primary language and culture are valued and viewed as a resource;
- Communicating a sense that English learner students and their families are a part of the school community;
- Assisting families with integration into an unfamiliar school system;
- Encouraging parents to read to their children and engage their children in academic conversations/tasks and;
- Teaching parents how to be actively involved in school and their child′s education

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Increasing the achievement of English learner students, through integrated and designated ELD was a focus in the adoption of English Language Arts and English Language Development materials. The materials include Designated components, designed to support the acquisition of grade-level standards, aligned to language development content and academic vocabulary. Staff training to fully implement the materials is ongoing, and classrooms at all schools are visited throughout the year to ensure teachers are utilizing the appropriate state and district-adopted materials for English Language Arts and English Language Development. Research-based instructional strategies, such as Explicit Direct Instruction, Academic Discourse, Guided Language Acquisition Design, Close Reading, Repeated Interactive Read Aloud, Higher Oder Thinking Prompts, Sentence Frames and Comprehensive Delivery supports the achievement of English learner students in classrooms throughout the District.

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:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The English Language Proficiency Assessments of California are the primary metric in determining English learner student progress in acquiring English. English learner students become proficient in English and meet rigorous academic standards through focused and integrated instruction that emphasizes academic discourse, vocabulary development, and writing. The District's Student Information System allows isolation of progress variables by student groups to support the monitoring of English learner student progress on local benchmarks and state exams. Under the direction of the Department of State and Federal Programs, all school Learning Directors within the District report progress for English learners at least three times each year. Special attention is given to the monitoring of students who are at risk of becoming long-term English learners. Records of students enrolled as English learners for more than four years are analyzed by site teams to determine if more targeted instruction or additional support is needed.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Title IV program increases student access to a well-rounded education including student health and wellness, enhances school conditions for student learning, and improves the use of technology in order to improve school engagement, academic achievement, and digital literacy of students. The main components of the program are opportunities for individual and small group tutoring; the provision of teachers on special assignment to coach and advise school staff in the areas of health and physical education standards; the provision of a family engagement resource center; as well as partnerships with the University of California at Merced, and Merced County Behavior Health Center and Human Services Agency.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

2022-23 California Dashboard Results:
California Assessment of Student Performance and Progress (CAASPP):
English Language Arts
All Students: 45.7 points below standard;
Students with Disabilities: 132.2 points below standard;
English Learner Students: 82.1 points below standard;
African-American Students 78.8 points below standard;
Socioeconomically Disadvantaged Students 57.7 points below standard; and,
Foster Youth Students 78.8 points below standard.

Mathematics
All Students: 84.6 points below standard;
Students with Disabilities: 167.3 points below standard;
English Learner Students: 115.5 points below standard;
African-American Students 127.8 points below standard;
Socioeconomically Disadvantaged Students 96.3 points below standard; and,
Foster Youth Students 123.8 points below standard.

What activities will be included within the support for a well-rounded education?

Virtual tutorials will be made available to students in grade 7 and 8. These tutorials will be available in any language and across all disciplines 24 hours per day, seven days per week.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Program activities will be evaluated using the following metrics:

CAASPP English Language Arts;

CAASPP Mathematics;

Suspension Rates; and,

Attendance Rates.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Chronic Absenteeism Rate:
32% Chronic Absenteeism Rate

Suspension Rate:
2.88% Suspension Rate

Expulsion Rate:
0.00% Expulsion Rate

What activities will be included within the support for safety and health of students?

Each site created and/or enhanced their attendance and behavior plans in order to attend to points for improvement.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The activities that are described within site-based attendance and behavior plans will be evaluated using attendance, suspension, and/or expulsion rates.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The district will begin to block unapproved websites and/or applications in the 2023-24 school year in order to ensure our infrastructure and student privacy is protected. During the 2022-2023 school year, our infrastructure and student data systems were compromised by bad actors.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Technology will be used to block attempted access to unapproved websites and/or applications.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Quarterly reports will be ran to validate the effectiveness of the program.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

2019-2020 school year.

California Department of Education
February 2022