

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

**LEA name:**

Merced River Union Elementary School  
District

**CDS code:**

24-73726-0000000

**Link to the LCAP:**

[<https://4.files.edl.io/d120/09/28/18/211903-cad374db-b2ad-4e16-a0bb-fe456e96f49f.pdf>]

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**Board Adopted: 10/8/2018**

# TITLE III, PART A

## Title III Professional Development

ESSA SECTION 3115(c)(2)

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

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

The Merced County Consortium will provide Designated and Integrated ELD Professional Development to certificated and classified staff to refine teaching practices and strategies designed to improve the instruction and assessment of English learners. Designated and Integrated ELD will be formalized and tailored to each LEA's needs to better support language development and access to all core content areas:

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

Regular classroom observations, which model the Instructional Rounds process, along with grade-level planning (PLCs) will continue to be refined to inform and improve teaching and learning within the cycle of learning.

Continued professional development on the newly adopted ELA/ELD curriculum will be provided to teachers and paraprofessionals, so that they can utilize their resources in the most effective way. High schools within the consortium see a need for training on writing across the curriculum, which includes notetaking, which is crucial for access to all subject areas.

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

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

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

### **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.

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, and ELD Standards will help drive program and material decision purchases.

Supplemental funds will be used to provide additional support to English Learners to increase engagement (Collaborative ELD Standards) in the core curriculum and ensuring access to all content areas (Interpretive and Productive ELD Standards) intentionally takes place.

Instructional strategies using technology integration will be provided to increase access and improve academic achievement for English learners in grades TK-12, including "Assistive Technology" for Special Education English learners that need it.

The consortium understands that in looking at the key components of an effective system: Teaching & Learning, Building Leadership Capacity, Cycle of Learning, and Monitoring & Evaluation that implementing a Plan Do Study Act (PDSA) cycle is crucial under Title III Programs and Activities. By implementing several PDSAs throughout the year strategically to address scaffold supports and differentiation for English learners, both teachers and paraprofessionals will be able to better analyze their instruction and formative assessments practices, thus accelerating language and content knowledge within Integrated and Designated ELD, whether it be small group or whole group instruction. Through this PDSA process, the formative, to interim, to summative assessment (ELPAC and SBAC) teachers, administrators, and counselors will be able to continue to build their Leadership Capacity, as they Monitor and Evaluate programs for English Learners. Likewise, a PDSA can be

done for inclusion for a push-in model for Specials Education English Learners, in which both regular education and special education teachers work together within the classroom setting.

## **English Proficiency and Academic Achievement**

ESSA 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.

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

For 2018-19 paraprofessionals, teachers, site and district administration will receive training on ELPAC, so that there is a clear vision and connection between Language learning, literacy, and assessment. All paraprofessionals, teachers, and administrators must understand what the ELPAC is asking students to be able to do, in terms of the “language demands,” to help accelerate language learning and access to all core subjects. This will be done through the following resources: ELPAC Practice Tests, A Parent Guide to Understanding the ELPAC, ELPAC Practice Test promotional flyer, the ELPAC Matrix Four (Student Accessibility Graphic), etc. Resources can be found on the following link: <https://www.cde.ca.gov/ta/tg/ep/documents/elpacresourcefactsheet.pdf>

Reclassification criteria for both English Learners and Special Education English Learners will be evaluated to ensure that it’s up to date with policy guidelines.