

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

LEA name:

McCabe Union Elementary School District

CDS code:

13-63180

Link to the LCAP:

(optional)

www.muesd.net

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A Improving Basic Programs Operated by State and Local Educational Agencies
Title II, Part A Supporting Effective Instruction

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.

CDE has reviewed and approved the Instructions, Strategy, and Alignment sections of the LCAP Federal Addendum 7/3/19

ORIGINAL

The McCabe Union Elementary School District supports the LCAP goals, using federal funds to supplement and enhance the state and local priorities. Title I, Part A supports a portion of the Intervention Resource Teachers to direct student instruction and provide ongoing professional development. The Intervention Resource Teachers assists with curriculum planning and implementation. Title I, Part A funds are also utilized to facilitate small group instructional intervention. Our Instructional Assistants facilitate the remedial instructional services to our target population. Title I funding supports parent involvement and education activities for parents to support Parent Night, college and career, and meeting the needs of Title I funds further supports the homeless students.

Title II, Part A funds supports the professional development in English Language Arts (ELA), Mathematics, History/Social Studies, Science, Technical Subjects, Special Education, GATE, College/Career Readiness, Multi-Tiered Systems of Support. These funds are also directed to support the Teacher Induction Program and Clear Administrative Services Credential Program. These programs provide a pathway for a clear credential with job-embedded one-on-one coaching and professional learning. Professional development increases and improves the skill set to support the services to our population. The professional development is utilized to close the achievement gap and support the instructional services to our underperforming student population.

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.

ORIGINAL

The McCabe Union Elementary School District's Local Control Accountability Plan (LCAP) serves as the roadmap to support the goals of the District. The LCAP Goals are further supported with federal funds as detailed below:

Goal 1: All MUESD students will receive high quality classroom instruction and curriculum to advance academic achievement in the CA Content Standards, decrease the achievement gaps, and promote College and Career Readiness.

- * Intervention Resource Teachers - Title I
- * Professional Development – Title I and Title II
- * Instructional Assistants; Remedial Services – Title I
- * Tutoring Services Foster Youth/Homeless – Title I

Goal 2: The McCabe Union Elementary School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. The district will improve the overall school climate through supports and services that enhance students' feelings of belonging and safety in grades K-8.

- * Professional Development –Title II

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ORIGINAL

The McCabe Union Elementary School District maintains solid hiring procedures through Human Resources. Highly qualified educators are actively pursued through EdJoin, work experience, and ability to teach within the subject area. The district's credential program is evaluated every three years. Probationary teachers are on a Credential Monitoring Plan, with scheduled meetings at the beginning, middle, and end of year checkpoints.

The teacher evaluation process is reviewed annually with probationary teachers evaluated twice a year and permanent teachers evaluated every other year. This information is shared with our stakeholders and Board of Trustees. These processes allow the district to ensure that no disparities are evident in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Additional Clarification; 7/9/19

EE-1: Please describe the LEA's data collection process for identifying disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The District utilized the data collection process described on the CDE website. We accessed the DataQuest system, using the most recent data available. The ineffective, inexperienced, and out-of-field teachers were compiled on an excel template to include the DataQuest information. The Director

of Administrative Services worked closely with the Superintendent and Principal to thoroughly analyze the data. We are a single school district, there are significant checks and balances throughout the school year to measure teacher effectiveness.

EE-2:

- **Are low-income students taught at higher rates than other students by ineffective teachers?**

The District did not have ineffective teachers, therefore there were no differences in rates.

- **Are minority students taught at higher rates than other students by ineffective teachers?**

The District did not have ineffective teachers, therefore there were no differences in rates.

- **Are low-income students taught at higher rates than other students by inexperienced teachers?**

We employed 15% of inexperienced teachers. As a single school district, students are equitably distributed therefore, there was no pattern of low-income students taught at higher rates than other students by inexperienced teachers.

EE-3:

- * **Are minority students taught at higher rates than other students by inexperienced teachers?**

We employed 15% of inexperienced teachers. As a single school district, students are equitably distributed therefore, there was no pattern of minority students taught at higher rates than other students by inexperienced teachers.

- **Are low-income students taught at higher rates than other students by out-of-field teachers?**

We employed one (1) out-of-field teacher. By the end of the year, the teacher successfully met the credential requirements and is no longer considered “out-of-field”. As a single school district, students are equitably distributed therefore, there was no pattern of low-income students taught at higher rates than other students by out-of-field teachers.

- **Are minority students taught at higher rates than other students by out-of-field teachers?**

We employed one (1) out-of-field teacher. By the end of the year, the teacher successfully met the credential requirements and is no longer considered “out-of-field”. As a single school district, students are equitably distributed therefore, there was no pattern of minority students taught at higher rates than other students by out-of-field teachers.

EE-4: Please describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps.

The District will continue to hold consultation meetings with all stakeholders, including parents, to thoroughly review and strategize any potential equity gaps. Stakeholder feedback is aligned in our LCAP and addressed within the Goals and Actions/Services to meet the state priorities, specifically Priority 1—Basic Services. Stakeholders expressed no concerns regarding teacher quality or experience level. There are no equity gaps that need to be addressed.

EE-5 Please describe the actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1—Basic Services).

We did not discover any disparities during the data analysis review for minority and low-income students. We will continue to monitor the data using the process described above. The District is fully committed to hiring the most effective, experienced, and appropriately credentialed educator. The Superintendent and Director will continue to be actively involved in the employment screening, interview and selection process.

As a result of the data analysis, we will continue to align our process with measuring outcomes on the LCAP, specifically LCAP goals for Priority 1—Basic Services, as described in the District LCAP Goal 1, Action 6, “Recruitment and retention of Highly Qualified Teachers”.

CDE has reviewed and approved the Title I, Part A sections of the LCAP Federal Addendum 8/30/19

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ORIGINAL

The McCabe Union Elementary School District participates in parent and family engagement throughout the year through the Strategic Planning and LCAP Planning Sessions. During these meetings, the team meets to review the District and LCAP goals. The LCAP is reviewed with the School Site Council, Parent Teacher Organization, and District English Learner Advisory Committee.

The Title I Parent Involvement Policy is described in Board Policy 6020. Funds are set-aside to ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education. Annual notifications, State Assessment results, and parent/guardian and family engagement opportunities are distributed through the district school mass email notifications, phone calls, website, home mailings, and Friday letters.

Parent/guardian and family engagement activities include the collaboration of student academic achievement and school performance, reviewing state and local assessments, technology use, personnel updates, available resource centers, and external support services. Parent/guardian and family engagement is scheduled regularly throughout the year through our School Site Council and Parent Teacher Organization.

Parent/guardian conferences are embedded in the school calendar to provide an opportunity to meet individually with teachers to discuss student progress, state/local assessments, and any potential achievement gaps.

Parents/guardians may access school resources and learning software from home. Parents/guardians may also access student progress through our Student Information System-Synergy ParentVUE. Google classroom is in the “phase-in” stage to support additional online services for students and parents/guardians.

Parent/guardian requests for support services are voiced and addressed through the stakeholder meetings, face-to-face meetings, surveys, Title I/LCAP consultation meetings, etc. In support of these requests, we embedded after-school tutoring, enrichment classes (music/orchestra), attendance/academic achievement assemblies, and Google classrooms.

Parent Liaisons and translation services are readily available to support parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. Parent/guardian and family communication is provided in English and translated to the home language. Our schools are ADA compliant. We offer the use of assistive communication devices. Our schools are accessible to people who use mobility devices.

Additional Clarification; 7/31/2019

This LEA does not have any schools identified for either CSI or ATSI/TSI eligibility. Directed to remove response and resubmit with response of N/A.

ORIGINAL

Alignment required in Section 1116 to LCAP stakeholder engagement process Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process. The District provides an extensive Title I/LCAP stakeholder engagement process. We consult with a wide range of stakeholders regarding the State priorities. The LCAP is reviewed in detail with the School Site Council and Parent Teacher Organization. Opportunities are provided for families to provide their input. We also reach out to the families of our subgroups, including English Learners, Students with Disabilities, and Foster/Homeless youth.

Additional Clarification; 7/31/2019

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Parent/guardian conferences are embedded in the school calendar to provide an opportunity to meet individually with teachers to discuss student progress, state/local assessments, and any potential achievement gaps.

Parents/guardians may access school resources and learning software from home.

Parents/guardians may also access student progress through our Student Information System-Synergy ParentVUE. Google classroom is in the “phase-in” stage to support additional online services for students and parents/guardians.

Parent/guardian requests for support services are voiced and addressed through the stakeholder meetings, face-to-face meetings, surveys, Title I/LCAP consultation meetings, etc. In support of these requests, we embedded after-school tutoring, enrichment classes (music/orchestra), attendance/academic achievement assemblies, and Google classrooms.

Parent Liaisons and translation services are readily available to support parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. Parent/guardian and family communication is provided in English and translated to the home language. Our schools are ADA compliant. We offer the use of assistive communication devices. Our schools are accessible to people who use mobility devices.

Additional Clarification; 8/13/2019

The District will continue to hold consultation meetings with all stakeholders, including parents, to thoroughly review and strategize any potential equity gaps. Stakeholder feedback is aligned in our LCAP and addressed within the Goals and Actions/Services to meet the state priorities, specifically Priority 1—Basic Services. The District holds monthly staff and Stakeholder/PTO meetings.

Staff, Stakeholders, and parent and family engagement are the driving force of the District strategic plan. The staff, parents and community are provided opportunities throughout the year as active participants in the District’s strategic planning process. The District provides learning strategies and information that supports the students academically, socially, and emotionally.

CDE has reviewed and approved the Title I, Part A sections of the LCAP Federal Addendum 8/30/19

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ADDITIONAL CLARIFICATION; 7/31/2019

SWP: Describe SWP here, if SWP does not exist type "N/A"

N/A

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

The McCabe Union Elementary School District fosters a strong collaboration with the Betty Jo McNeece Receiving Home, Court Appointed Special Advocates (CASA), and local group homes. Students under these provisions have equal access to participate in all school activities offered by the school.

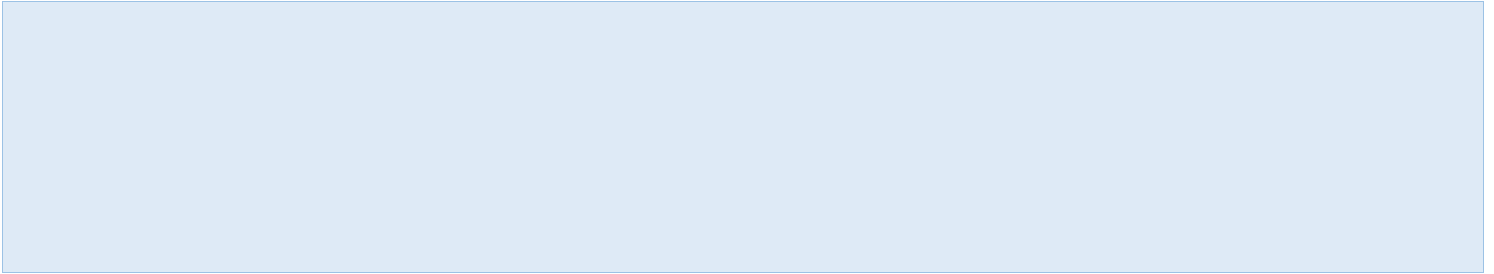
Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

N/A

ADDITIONAL CLARIFICATION; 8/13/2019

The District has identified, through state and local assessments, that English Language Arts and Mathematics as the areas of need of our targeted students. To ensure this need is met, the District provides targeted individual and small group instruction. Our Instructional Assistants facilitate the remedial instructional services to our target population. The Intervention Resource Teachers provides direct student instruction and provide ongoing professional development to teachers. The Intervention Resource Teachers assists with curriculum planning and implementation. We further support the need by providing professional development in English Language Arts (ELA), Mathematics, History/Social Studies, Science. The professional development is utilized to close the achievement gap and support the instructional services to our underperforming student population.

CDE has reviewed and approved the Title I, Part A sections of the LCAP Federal Addendum 8/30/19



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 McCabe Union Elementary School District coordinates with the Foster Youth Coordinator to ensure foster and homeless students are supported with enrollment, attendance, transportation, and school nutrition services. The District certifies foster and homeless students are provided with a successful coordination of services. The District further identifies and provides services for foster/homeless students with disabilities.

Foster and homeless students are provided with academic and social/emotional support. Identified youth is confidential and automatically qualify for free nutrition services and transportation to and from school. If applicable, the district also offers to reimburse the parent/caretaker for mileage if the parent/caretaker chooses to transport their own child. Students are provided with school supplies and a hygiene kit. The Title I, Part A homeless reservation fund is utilized to support these services.

At the end of the year, homeless/foster student services are reviewed to include school attendance, student achievement test results, promotion and retention rates by grade level, and suspension/expulsion rates. Based on the evaluation of this data, we will enhance the strategies as needed to better support the education of foster/homeless students.

Annually, district staff participate in professional development opportunities to help identify and meet the needs of foster/homeless students.

Student Transitions

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

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

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Preschool services are provided to the extent to support students with special needs. Services are formalized through an IEP process. Services are provided throughout the day to ensure goals are addressed and met.

The District hosts a Transitional Kindergarten (TK)/Kindergarten registration in the Spring. Incoming students and their families are invited to attend the TK/Kindergarten Spring Registration Event. The TK/Kindergarten teachers provide an overview of the Kindergarten program to include: curriculum, schedule, instructional practices, learning at home ideas, and home/school connection. A full registration process is coordinated after the presentation. The TK/Kindergarten teachers also host a “Meet the Teacher” a week before the first day of school. This provides the families an opportunity to meet their child’s teacher, visit the campus (Grades TK-3rd), classrooms, playground, and build familiarity with the school to support a successful first day to school.

In transition from the primary campus (Grades TK-3rd) to the middle school campus (Grades 4th-8th), the fourth graders host a “Welcome Tour” for current third graders. The fourth graders lead a campus tour including the restrooms, office, cafeteria, library, & playground. There is also a Q&A session inside the classroom.

The McCabe Union Elementary School District has been in a long-term collaboration with the local high schools to support a successful transition from middle school to high school. Through this collaboration, established meetings are held throughout the year to review high school course offerings, career pathways, athletic programs, etc.

In the fall, an initial meeting is held with the local high school counselors and the district administrative team to review matriculation, courses, and support services. In late spring, the high school counselors provide a presentation to current eighth grade students and parents/guardians to review the high school orientation, A-G requirements, credits/units, CTE courses, services, clubs, and completion of the high school “Pre-Enrollment” form. An individual transition meeting is held for students with disabilities to develop a high school course outline.

Additional outreach services are provided throughout the year in conjunction with the high schools to include: high school orientation assemblies, high school parent night, Associated Student Body (ASB) Shadow Day, and college and career readiness.

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:

ORIGINAL

The McCabe Union Elementary School District's Gifted And Talented Education (GATE) Program is the cornerstone of enhanced services for the District. Students are annually tested for eligibility. A comprehensive GATE program is offered on a quarterly basis to meet the educational needs and interests of the participants. Professional Development is available for the GATE instructors.

The School Library Program is staffed by a part-time contracted credentialed librarian and additional paraprofessional staff. The credentialed librarian hosts monthly meetings and networking opportunities regarding best practices, available resources, latest technology services, and digital learning databases. Professional development is supported throughout the year. The District maintains two libraries, five computer labs and fifty mobile carts. The technology devices have access to free Wifi.

ADDITIONAL CLARIFICATION; 7/31/2019

This LEA does not reserve Title I, Part A funds for LEA purposes, therefore a response is not required. Please resubmit the response with N/A.

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

ORIGINAL

The McCabe Union Elementary School District provides professional development opportunities to build the capacity of teachers, principals, and school leaders. The District contracts with the Imperial County Office of Education for the Teacher Induction Program. Participating Teachers are paired with experienced Support Providers. The District contracts an internal District Lead to oversee the Teacher Induction Program. The Participating Teachers and Support Providers attend a sequential professional development schedule to enhance and support the program.

Administrators participate in the Clear Administrative Services Credential through the San Diego County Office of Education under the leadership of a qualified coach. Administrators clear their credential upon the successful completion of the program.

Professional Development, in general, is available to all staff. The District also contracts with San Diego County Office of Education to provide individualized and targeted professional development.

A record of professional development is shared with the board, stakeholders, and public on a monthly basis.

Additional Clarification; 7/13/19

The District utilizes the data from the Dashboard and local assessments to measure student performance. The data is disaggregated to identify areas of growth and improvement. The professional development needs are based on the analysis of data and the educators' strengths and gaps. Data, grade-level meetings, administrative support, and classroom observations identify the areas in which professional development would enhance educators to meet student needs. This

system is also utilized to support our administrative team as we analyze district data and identify the district focus in areas for improvement. Professional development is further heightened through Multi-Tiered System of Support (MTSS). The MTSS model focuses on the whole child, with consideration for environmental factors.

The Intervention Resource Teachers leads a series of meetings to support our educators throughout the year:

- * Pacing and Planning
- * Benchmark Assessments
- * ELPAC Summative
- * Assessments for Progress
- * CAASPP
- * Common Core ELA & Math
- * ELD Standards
- * Next Generation Science Standards (NGSS)
- * Social Studies
- * Multi-Tiered System of Support (MTSS)

Please provide more details about how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.

Professional development is available for beginning and experienced/seasoned teachers. Beginning teachers participate in the Teacher Induction Program, which prepares them to obtain a teaching credential through a successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. Beginning teachers are paired with a seasoned teacher/mentor. This program provides extensive support and mentoring to new teachers in their first and second year of teaching.

Experienced/seasoned teachers are provided many professional opportunities throughout the year to encourage growth and best practices. Professional development is an ongoing opportunity and a known focal point for improvement.

Based on the analysis of the data process described above, the Intervention Resource Teachers will work closely with the Support Provider and Beginning Teacher to review any achievement gaps. This information will be included in the Beginning Teacher's Individualized Learning Plan (ILP). The Intervention Resource Teachers also works closely with experienced/seasoned teachers to support growth and improvement. All around, this service builds a stronger foundation with concrete data to support a successful teaching career.

Administrators new to this field will receive support services through an administrator induction program. Administrators participate in a rigorous blended learning program with a comprehensive leadership curriculum.

The Administrative Team participates in the most current, up-to-date professional development opportunities, including but not limited to:

- * CAASPP
- * Instruction and Assessment
- * High Quality Teaching & Learning

- * English Language Proficiency Assessments for California (ELPAC)
- * Leading Data-Informed Improvement for Student Learning
- * Developing Systems Leadership
- * CALPADS
- * Discipline, Suspension, Expulsion
- * Local Control Accountability Plan (LCAP)
- * Association Of California School Administrators (ACSA)
- * Legal Seminars with Counsel
- * Multi-Tiered System of Support (MTSS)

The professional development has greatly enhanced the knowledge and growth of the Administrative Team. After each session, the team reconvenes to highlight the strengths and take-aways to guide the instructional practices and leadership of the District. The administrative team continuously collaborate to analyze district data and support district improvement. These opportunities will grow the administrative team in building their experience for career advancement opportunities.

Please provide more details about how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The outcomes (along with feedback and collaboration from our educators) will guide the District's professional development opportunities/offerings to support growth and improvement. Data collection and evaluation for effectiveness will be addressed in the LCAP and there will be an evaluation process on behalf of the administrative team. The District mission is to continue to grow and achieve student success.

CDE has reviewed and approved the Title II, Part A sections of the LCAP Federal Addendum 8/14/19

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:

ORIGINAL

The McCabe Union Elementary School District is a Targeted School. Title I funds are utilized to supplement the instructional program, specifically targeting unduplicated pupils. The Intervention

Resource Teachers attends monthly trainings to expand the knowledge in curriculum, English Language Development Standards, and instructional strategies. The Intervention Resource Teachers directs the professional development trainings to the instructional leaders, teachers, and support staff. All staff have equal access to district-sponsored Title I and Title II funded professional development opportunities.

Additional Clarification; 7/13/19

Please provide more details about how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) .

McCabe Union Elementary School District is a single-school district therefore funding is allocated under this provision.

Please provide a more detailed description of the LEA's process for determining Title II, Part A funding among the schools it serves.

McCabe Union Elementary School District is a single-school district therefore the ranking rules are not enforced.

Please provide more details about 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.

McCabe Union Elementary School District is a single-school district therefore the ranking rules are not enforced.

LCAP Additional Clarification; 8/8/19

Please provide more details about how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c). We are single school district, therefore the determination to serve the highest percentage of low-income students and students at risk of not meeting academic standards will be based on a classroom/teacher basis using a 10% threshold. Teachers serving the highest percentage will be receiving the most services from the Title II funded professional development.

Please provide a more detailed description of the LEA's process for determining Title II, Part A funding among the schools it serves. Data will be disaggregated to identify target students on a quarterly basis. Shift in the 10% threshold will be reviewed to identify additional educators needing support services and professional development.

Please provide more details about 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. Data is constantly monitored on a teacher/classroom basis to ensure the services are directed to the highest percentage of low-income students and students at risk of not meeting academic standards.

CDE has reviewed and approved the Title II, Part A sections of the LCAP Federal Addendum 8/14/19

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:

ORIGINAL

The McCabe Union Elementary School District will continue to utilize the Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement as the “pulse” for continuous improvement. These plans will host the ongoing consultation with all stakeholders to ensure we are meeting the needs of our staff, students, parents/guardians, and community. Continuous consultation with Stakeholders, School Site Council, and Parent Teacher Organization will continue to be a priority to discuss the activities supported by these resources. This will be measured through participation, completion of surveys, and active communication. The measurable outcomes for the LCAP will be addressed through the California School Dashboard.

Additional Clarification; 7/13/19

Please provide more details about the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

The District utilizes the data from the Dashboard and local assessments to evaluate the effectiveness of Title II activities. The Administrative Team meets on a monthly basis to review the Professional Development Log and conducts de-briefs with attendees. A pre and post evaluation of the professional development is conducted to determine effectiveness. The professional development needs are based on the analysis of data.

Please provide more details about the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:

- Teachers
- Principals and other school leaders
- Paraprofessionals (including organizations representing such individuals)
- Specialized instructional support personnel
- Charter school leaders (in a local educational agency that has charter schools)
- Parents
- Community partners
- Organizations or partners with relevant and demonstrated expertise in programs and activities

The District consults with the above listed stakeholders to review Title II, Part A-funded activities. Professional Development is a standing item at the stakeholder meetings. An overview of professional development offerings is shared with stakeholders, along with alignment to Title II, Part A. Upcoming professional development opportunities is discussed and distributed, as well as interest in other available trainings.

Please explicitly explain how often the LEA meaningfully consults with these stakeholders.

The District consults with the above listed stakeholders at least on a monthly basis. Staff meetings are held twice a month. Parents and community partners are coordinated through the PTO and School Site Council. Parent/guardian and family engagement activities include the collaboration of student academic achievement and school performance, reviewing state and local assessments, technology use, personnel updates, available resource centers, and external support services. Parent/guardian and family engagement is scheduled regularly throughout the year through our School Site Council and Parent Teacher Organization.

The District provides an extensive stakeholder consultation process. We consult with a wide range of stakeholders regarding the State priorities. The LCAP is reviewed in detail with the School Site Council and Parent Teacher Organization. Opportunities are provided for families to provide their input. We also reach out to the families of our subgroups, including English Learners, Students with Disabilities, and Foster/Homeless youth.

Please provide more details about how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

Annual notifications, State Assessment results, and parent/guardian and family engagement opportunities are distributed through the district school mass email notifications, phone calls, website, home mailings, and Friday letters.

Parents/guardians may access school resources and learning software from home. Parents/guardians may also access student progress through our Student Information System-Synergy ParentVUE. Parent/guardian requests for support services are voiced and addressed through the stakeholder meetings, face-to-face meetings, surveys, etc.

CDE has reviewed and approved the Title II, Part A sections of the LCAP Federal Addendum 8/14/19

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:

Not Applicable

Enhanced Instructional Opportunities e

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:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

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:

Not Applicable