

2017–18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 24-10249 LEA Name: Merced County Office of Education (Consortium) Fiscal Year: 2017-18

The Consortium members include the following districts and their total allocation not including indirect costs: Ballico-Cressey (\$12,885), Bass Lake Joint Union Elementary (\$6,909), El Nido Elementary (\$10,364), Golden Valley (\$8,497), McSwain Union Elementary (\$8,870), Merced County Office of Education (\$23,996), Merced River School District (\$6,816), Plainsburg Union Elementary (\$1,494), Snelling-Merced Falls (\$2,334), Mariposa County Unified (\$5,976), and Chowchilla Union High (\$9,150).

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	Persons Involved/Timeline (Optional)
Required Content	<p>Provide effective professional development Research-based Designated and Integrated ELD Professional development will be provided to certificated and classified staff to improve teaching practices and strategies tied to student learning. Designated and Integrated ELD will be formalized/tailored to each district’s needs to support the language and content knowledge of English Learners across all content areas.</p> <ul style="list-style-type: none"> • Certificated and classified staff has been and/or will be trained on research-based instructional strategies, focused on the four domains to support English Learners in the acquisition of English and access to core content. <i>(All)</i> • Classroom Observations, Grade Group Planning Meetings, and/or Instructional Rounds are held to inform and improve classroom instruction and implement best practices. <i>(All)</i> • Continued Professional development on the newly adopted core ELA/ELD materials will be provided to all teachers. <i>(All)</i> • Mathematics professional development training, K-12, e.g. lesson design, model lessons, peer observations and review of data to include EL progress. <i>(All)</i>
	<p>Superintendent, Principals, teachers, and paraprofessionals</p>
	<p>Implement effective programs and activities All 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</p>
	<p>Principals, teachers, and paraprofessionals</p>

	<p>materials decision purchases.</p> <p>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).</p>	
	<p>Ensure English proficiency and academic achievement</p> <p>All 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.</p> <p>For 2017-18 all teachers that teach English and ELD, along with paraprofessionals, site and district administration will all receive training on CELDT and ELPAC, so that there is a clear vision and connection between language learning and literacy and assessment.</p>	<p>Principals, teachers, and paraprofessionals</p>
	<p>Promote parent, family, and community engagement in the education of English Learners</p> <ul style="list-style-type: none"> ● Informational materials are available and distributed in Spanish and English to increase parental participation among parents of English Learners. District websites are translated into Spanish. ● DAC/SSC, ELAC/DELAC, LCAP, and Parent Club committees are held to engage parents in the academic decision making and/or recommendation process per Education Code Regulations. ● Research and/or provide EL parent outreach programs and workshops that focus on Title III Consortium districts. ● Parent notification applications, with translations in Spanish are used to inform parents of upcoming assignments, meetings, events, i.e. Dialer, Twitter, ConnectEd, Remind and Facebook. 	<p>Principals, teachers, and paraprofessionals</p>

LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
Other Authorized Activities	<p>Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English Learner students*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities</p> <ul style="list-style-type: none"> • Instructional strategies using technology integration will be provided to increase access and improve academic achievement for EL’s in grades TK-12. Professional development will be provided to certificated and classified staff to better understand the embedded scaffold supports and how to assist English language development. <i>(All)</i> • Classified employees will support language and academic content services to English Learners during Designated and/or Integrated ELD, so they may access curriculum. <i>(All)</i> • Math and ELA clinicians provide small group interventions to English Learners to increase academic achievement <i>(McSwain)</i> • Research and purchase supplementary materials for Long-Term English Learners students. <i>(All)</i> • Resources for ELPAC will be researched and purchased for all English Learners in grades TK-12 to help build awareness and confidence for both students and teachers alike. <i>(All)</i> 	Principals, teachers, and paraprofessionals

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline (Optional)
Authorized Activities	<p>Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized Immigrant activities</p> <p>All participating districts in the Consortium will identify all immigrant students and establish a plan of action that provides academic and social assistance during the instructional day and afterschool through an enrichment component to facilitate the students' adjustment to California Schools.</p> <p>All participating high school districts in the Consortium will better meet the needs of high school immigrant students who arrive with little time to complete graduation requirements by providing tutorials, mentoring, and counseling. All 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.</p>	<p>Superintendent, Principals, teachers, and paraprofessionals</p>