

## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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).

#### **Response from Mother Lode Union Elementary:**

Section 1111(d): Title I funds are used exclusively at Indian Creek Elementary School. The School Site Council, English Learner Advisory Committee and the parent community at large are engaged in data analysis and program development. Additionally, each year, the Mother Lode Union School District, in partnership with stakeholders which would include Parents, School Staff, Students, District Staff and School Board develops and implements the District LCAP and Site-based plans (SPSAs) that focus on the improvement of student outcomes. Numerous committees or teams exist within the District to support this process. They include Instructional Leadership Team, ELAC/District ELAC, LCAP/ BACT, PTO/C, and School Site Council. These plans include evidence-based interventions and are based on a school-level needs assessments. These plans are approved annually and are monitored by the school site and LEA.

Section 1116: Currently, Herbert C. Green Middle school is identified for Additional Targeted Support & Improvement (ATSI). While Title I funds are directed and used at Indian Creek Elementary School, Herbert C. Green is supported by other funds.

The Mother Lode Union School District actively engages stakeholders including families and community members in the LCAP development process and School Plans for Student Achievement. Through the development of the District LCAP, the Instructional Leadership Team meets and communicates with ELAC/DELAC, LCAP/ BACT, PTO/C, and School Site Councils to solicit their input for the LCAP and School Plan for Student Achievement.

Parents are provided assistance in understanding topics including challenging academic standards, state and local assessments, and how to monitor their children's progress in multiple ways. This is done through Back to School Nights, Parent Conferences (8 dedicated half-days annually), as well as multiple Parent Information Nights held throughout the school year. Information in English and Spanish is also sent home to families, and we utilize telephone translation services to communicate with families who speak other languages. Translation services are available at Parent Conferences, IEP's, SST's, 504's, and other informational meetings. Information is also publicly shared at regularly scheduled Board meetings. Teachers, school site administrators, and other school-based support staff regularly communicate with families about the progress of students, formally and informally.

Training and work-sessions have been provided to help staff members realize the value of parents' contributions and utilize their input in developing plans to further assist students. Most office staff personnel as well as multiple teachers have gone through the "Bridges Out of Poverty" training to better communicate and understand our families with the most need.

To the extent possible, the District integrates parent involvement programs and activities with other Federal, State, and local programs. Parent advisory groups including the ELAC/DELAC, LCAP/ BACT, PTO/C, and School Site Councils individually to help develop district plans. The District uses electronic communications tools (i.e. Parentlink) and written communications (i.e., school newsletters, Board Meeting Notes) in English and Spanish to communicate with families who speak other languages. Additionally, we utilize telephone translation services to communicate with families who speak other languages. Information is also publicly shared at regularly scheduled board meetings. The District utilizes Social Media through Facebook and Twitter to communicate with families.

The District values inclusive practices, and when parents have special requests or require accommodations to participate in meetings, the District strives to make arrangements that ensure all parents are able to attend. This includes sign-language interpreters, assisted listening devices, translated documents, etc. Additionally, the District makes a conscious effort to invite and recruit parents to serve in advisory roles who may have students with special needs, are Low SES or English learners. These invitations are personally extended by the principals of each school.

Parent involvement is aligned to the LCAP stakeholder engagement process, as groups work collaboratively to develop LCAP-aligned School Plans for Student Achievement plans.

## **APPROVED BY CDE**

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

**Section 1116.****Response from Mother Lode Union Elementary:**

Section 1111(d): Title I funds are used exclusively at Indian Creek Elementary School(ICES).The School Site Council, English Learner Advisory Committee and the parent community at large are engaged in data analysis and program development.Each year, MLUSD, in partnership with stakeholders which would include Parents, School Staff, Students, MLUSD Staff and School Board develops and implements MLUSD LCAP and Site-based plans (SPSAs) that focus on the improvement of student outcomes.Numerous committees or teams exist within MLUSD to support this process.They include Instructional Leadership Team, ELAC/District ELAC,These plans include evidence-based interventions and are based on a school-level needs assessments.These plans are approved annually and are monitored by the school site and LEA.

Section 1116: Currently, Herbert C. Green Middle school(HGMS) is identified for ATSI.While Title I funds are directed and used at ICES, HGMS is supported by other funds.MLUSD actively engages stakeholders including families and community members in the LCAP development process and School Plans for Student Achievement.Through the development of the District LCAP, the Instructional Leadership Team meets and communicates with ELAC/DELAC, LCAP/ BACT, PTO/C, and School Site Councils to solicit their input for the LCAP and School Plan for Student Achievement.MLUSD developed the family engagement policy through joint meetings with the Rescue Union Parent Advisory Committee.This policy, outlined in RUSD E 4319.21 and regularly communicated to parents, requires that leaders meaningfully involve all parents/guardians and families, including underrepresented communities, in student learning and support programs.MLUSD parent and family engagement policy was developed jointly with and agreed on with, and distributed to, parents and family members of participating children as part of the School Site Council and English Learner Advisory Committee in accordance with Board Policy/Administrative Regulation 6020 Parental Involvement.Parents are provided materials and/training in understanding topics including challenging academic standards, state and local assessments, and how to improve and/or monitor their children's achievement and/or progress in multiple ways.This is done through Back to School Nights, Parent Conferences (8 dedicated half-days annually), as well as multiple Parent Information Nights held throughout the school year.ICES holds 3 Reading Nights annually to foster and support literacy. Information in English and Spanish is also sent home to families, and we utilize telephone translation services to communicate with families who speak other languages.Translation services are available at Parent Conferences, IEP's, SST's, 504's, and other informational meetings.Information is also publicly shared at regularly scheduled Board meetings.Teachers, school site administrators, and other school-based support staff regularly communicate with families about the progress of students, formally and informally.All parents have access to their child's state achievement results via the Parent Portal of the District Student Information System Aeries. Middle School parents also can monitor attendance and grades using the Parent Portal.Training and work-sessions have been provided to help staff members realize the value of parents' contributions and utilize their input in developing plans to further assist students.Most office staff personnel as well as multiple teachers have gone through the "Bridges Out of Poverty" training to better communicate and understand our families with the most need.To the extent possible, MLUSD

integrates parent involvement programs and activities with other Federal, State, and local programs. Parent advisory groups including the ELAC/DELAC, LCAP/ BACT, PTO/C, and School Site Councils individually to help develop district plans. MLUSD uses electronic communications tools (i.e. Parentlink) and written communications (i.e., school newsletters, Board Meeting Notes) in English and Spanish to communicate with families who speak other languages. We utilize telephone translation services to communicate with families who speak other languages. Information is also publicly shared at regularly scheduled board meetings. MLUSD utilizes Social Media through Facebook and Twitter to communicate with families. MLUSD values inclusive practices, and when parents have special requests or require accommodations to participate in meetings, MLUSD strives to make arrangements that ensure all parents are able to attend. This includes sign-language interpreters, assisted listening devices, translated documents, etc. MLUSD makes a conscious effort to invite and recruit parents to serve in advisory roles who may have students with special needs, are Low SES or English learners. These invitations are personally extended by the principals of each school. Parent involvement is aligned to the LCAP stakeholder engagement process.

## **APPROVED BY CDE**

## **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.

### **Response from Mother Lode Union Elementary:**

SWP: Our Elementary School receives Title 1 funds and has been operating School-wide Programs for the past ten years in accordance with ESSA Section 1114[a][1][B]. School wide programs support academic intervention programs in the areas of literacy and math. Staff is hired, materials purchased and training provided to meet the needs of the students that are struggling academically.

TAS: Our Middle School was identified as an ATSI school in 2018-19. Herbert C. Green Middle School was identified as an Additional Targeted Support & Improvement (ATSI). For the 2019-20 school year the District prioritized a variety of resources to:

Reduce class sizes in 7th and 8th grade ELA, math, H/SS, and science to support good first instruction using supplemental and concentration funds.

Support social emotional learning instruction by implementing Collaborative Classroom purchased with Title IV funds for all students during a "connections" homeroom class.

Structure intervention and enrichment opportunities for grades 5 and 6 that leverages the use of other support staff (e.g., education specialists, special education instructional aides, and other

instructional aides) for reading and math using supplemental and concentration funds.

Purchase Tier 2 and 3 instructional materials for ELA and math using the Low Performing School Block Grant resources.

Train staff on the use of Tier 2 and 3 instructional programs for ELA and math to ensure they are being implemented with fidelity.

Create a new elective class for grades 5, 7 and 8 (Gold Rush) that focuses on life skills, advocacy, health and wellness and career exploration, that incorporates our school nurse, school counselor, interns, school psychologist, and other certificated staff to deliver this trimester-long course that is developmentally different for grade 5 and grades 7/8.

Target summer school for Reading and math grades 3-7 in June 2020 using Low Performing School Block Grant and Title III resources.

Neglected or delinquent: NA

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### Address the ESSA provision:

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

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

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"

Save All and Continue

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.

### Response from Mother Lode Union Elementary:

LEA has no targeted assistance Title I schools

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## 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.).

**Response from Mother Lode Union Elementary:**

Each year, the District uses historical data to project the number of homeless students. Historically Mother Lode Union School District has had a significant number of Homeless students enroll within the District. Our school counselor and interns serve as District Liaisons for Homeless Students and Families. They work with other District departments and staff to meet the needs of our Homeless Students and Families. The services provided include, transportation, school supplies, nutritional needs, clothing and housing support. The focus on providing the vast support to these families it to improve the attendance and support the transportation to and from school.

**APPROVED BY CDE****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.

**Response from Mother Lode Union Elementary:**

The District works with the El Dorado County Office of Education, the First 5 Program, and local pre-schools to plan for the transition of young students into our elementary school. Kindergarten and Transitional Kindergarten teachers from the District meet with early childhood educators to discuss standards and ways to best prepare students for success when they get to elementary school.

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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.

**Response from Mother Lode Union Elementary:**

The District works with the El Dorado County Office of Education, the First 5 Program, and local pre-schools to plan for the transition of young students into our elementary school. Kindergarten and Transitional Kindergarten teachers from the District meet with early childhood educators to discuss standards and ways to best prepare students for success when they get to elementary school. The District collaborates with the El Dorado Union High School District to support the transition of 8th grade students to the high school. Annually, in the fall, high school counselors visit Herbert C. Green Middle School to provide information about high school program offerings. They return in the spring to initiate the registration process. At this time parent information is also sent home to be returned to complete the initial registration process. At least once annually, 8th grade students visit Union Mine High School as part of the transition.

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## **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.

**Response from Mother Lode Union Elementary:**

N/A

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### **Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

#### **Contact Name**

LISA DONALDSON

#### **Contact Phone and Optional Extension**

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**Contact Email**

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**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**