

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

## LEA name:

San Luis Obispo County Office of Education

## CDS code:

40104050000000

## 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  
Title I, Part D  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# 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.

San Luis Obispo County Office of Education (SLOCOE) has developed a strategy for using federal funds to supplement and enhance our district initiatives identified in the LCAP which is aligned with the School Plan. As Schoolwide programs, federal funds are utilized for all students to provide additional supports and resources to enhance student success in the ten state priorities and local priorities. Specifically, federal funds are allocated to strengthen our efforts in the following LCAP goals:

## **Goal 1 = Academic Rigor**

Schools are committed to providing our students with access to a rigorous academic experience, preparing them for their next placement by effectively implementing a Multi-Tiered System of Support (MTSS) to meet the academic needs of students. Teachers will be provided targeted professional development to support the growth of all students and struggling students will access targeted interventions to support their individual academic growth. Our strategies for Goal 1 are to target supplemental federal funds on the following:

- Enhance professional development opportunities for teachers
- Develop capacity of administrative teams and teacher teams to support instructional improvement
- Provide all certificated and classified staff directly connected to the classrooms, professional development on Tier 1, Tier 2 and Tier 3 academic and behavior interventions as well as CCSS and designated and integrated ELD curriculum and instruction. Staff will be charged with fully implementing a MTSS at all tiers.

The rationale behind this set of strategies is based on current educational research and our experience on the importance of providing best first instruction for all students in the classroom. Researcher John Hattie states "teachers are among the most powerful influences in learning." Federal funding enhances our efforts to support teaching and growth in all curricular areas.

## **Goal 2 = Student Engagement**

Schools will provide additional opportunities and supports for students to become engaged in school, in their learning and in the development and attainment of goals for their successful future by effectively implementing MTSS to meet the behavioral needs of students. Our strategies for Goal 2 are to target supplemental federal funds on the following:

- Enhance professional development opportunities for all classroom staff
- Train on and implement social-emotional learning programs
- Provide coordinated effort (counseling, behavior specialist, PBIS) to support students in engaging in their school and academics

The rationale for this strategy is based on current educational research and work of Jennifer A. Fredricks, Ph.D. in which she states "high-quality teacher-student relationships are another critical factor in determining student engagement, especially in the case of difficult students and those from lower socioeconomic backgrounds."

### **Goal 3 = Transitions**

Our at-risk population, are highly mobile and experience multiple transitions during their school experience. Our schools will offer increased support to these students and their families. Our strategies for Goal 3 are to target supplemental federal funds on the following:

- Provide transition supports to help support and prepare students for post-graduation
- Provide enhanced professional development opportunities for all site staff on college and career readiness, including CTE, supports for homeless, foster and expelled youth and partnerships with local stakeholders
- Utilize student data for progress monitoring in a data cycle

The rationale for this strategy is based on our ongoing research and development in the use of a data cycle to improve student outcomes.

### **Goal 4 = Parent Engagement**

Schools will increase parent/caregiver involvement to support the success of students by providing our families with parent engagement opportunities and parent education. Our strategies for Goal 4 are to target supplemental funds on the following:

- Maintain active School Site Councils and ELACs/DELACs
- Enhance professional development opportunities for all site staff
- Provide educational opportunities and events for parents and community members, including how to use the online school data information system to track student success
- Communicate with parents in their home language

The rationale behind this strategy is based on the research of Karen L. Mapp, Ed.D. and others around the importance of engaging every family in developing strong family-school partnerships. Federal funds enhance our partnerships and parent leader development efforts.

# 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.

SLOCOE uses a variety of funds to integrate services and programs with the goal of helping all students reach proficient and advanced levels of achievement. In addition to LCFF funds, sources include: Title I, Part A; Title I, Part D; Title II, Title III and Title IV. Title I funds are used to support instruction to close the achievement gap and assist students in achieving the state's academic achievement standards. Title II funds are used to prepare, train and develop teachers and administrators. Title III funds are used to assist teachers in establishing, implementing and sustaining effective language instruction and instructional programs. Title IV funds are used to support the Title I program. SLOCOE also utilizes grant funds. CTEIG federal funds are used to supplement state funding to develop and implement various CTE pathways for students. All funds are used to support students in their academic achievement as well as their social and emotional health.

# 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:**

According to the CA Dashboard data, 83.2% of students were classified as low income and 62.1% of students are minorities. All teachers are fully credentialed and are appropriately assigned. In addition, all teachers hold appropriate EL authorization.

New teachers participate in the Teacher Induction Program, which supports the growth and development of beginning teachers. This process supports teachers with effective teaching, learning and assessment practices.

Supports are in place for teachers who are deemed ineffective through the evaluation process. These supports may include participating in workshops, trainings and conferences with a specific focus toward the area of need; resources available through SLOCOE departments and direct support provided by SLOCOE specialists.

## 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:

SLOCOE is eligible for Differentiated Assistance based on the results of the 2018 Dashboard Alternative School Status (DASS). In addition, the SLOCOE community school was identified as being eligible for Comprehensive Support and Improvement (CSI). SLOCOE is participating in a Continuous Improvement Process (CIP) with three neighboring county offices of education who also qualify for Differentiated Assistance. The CIP process will culminate in an action plan based on a review of data and a root cause analysis. Representatives from stakeholder groups, including SSC, are part of the Differentiated Assistance and CIP processes. The CSI funds are part of the School Plan and input and approval was provided by the SSC.

SLOCOE's Family Engagement Policy is in the process of being reviewed and updated with input from parents, family members, students and stakeholders through the School Site Councils and the final revised edition will be taken for board approval in the Fall of 2019. The Family Engagement Policy is noted in both the Student/Parent Handbook and the Annual Notification for Parents as well as shared on the SLOCOE website and distributed to parents and families yearly during enrollment.

Effective parent and family engagement is critical to student achievement. Due to the student populations served by SLOCOE, the most at-risk youth in the county, it can be challenging to obtain consistent and continuous parent and family engagement. However, each program attempts to involve parents in all aspects of their child's education in a variety of ways.

All parents were encouraged to participate in specific parent and family engagement questions in our LCAP survey. Specifically, the following questions made up our LCAP survey:

--What areas would interest your child most?

--When does your child learn best?

--In the past year, how often have you participated in activities at your child's school? (Conferences, Award Ceremonies, Parenting Classes)

--Are you interested in participating more?

--How much does a busy schedule prevent you from becoming involved with your child's current school?

--Are you aware that SLOCOE offers parenting classes?

--Would you be interested in attending parenting classes?

--How often do staff at your child's school communicate with you via email, phone or in person regarding how your child is progressing academically in school?

--Do you feel the school staff is supportive of your family's needs?

--What is the one significant challenge your child faces in being completely successful in school?

Survey results from parents, students and community were analyzed and used to revise our LCAP and School Plans. SLOCOE has aligned parent involvement as described and required in this section with the LCAP stakeholder engagement process by streamlining the two processes into a single coherent system of parent and family engagement activities that reflect and represent both the LCAP

and SPSA requirements in order to promote a more comprehensible, unified and understandable system for parents to more easily and meaningfully engage in their child's educational process.

SLOCOE is committed to building capacity for parent and family engagement. In addition to annual parent surveys, parent outreach is provided through multiple sources to inform, involve and engage families. SLOCOE and site websites, social media, Aeries and site newsletters are all a part of getting families involved in their children's education. Information related to school and parent programs, meetings and other activities are sent to parents in their home language. Interpretation and translation is regularly offered at meetings, trainings, conferences and other contacts. Parents are a part of all SSCs, ELAC and DELAC. Families are provided with an overview and explanation of curriculum, assessments, requirements and regulations during enrollment meetings, Back to School Night, parent-teacher conferences, SSC meetings, ELAC/DELAC meetings, IEP meetings and the SLOCOE website. Parents are provided with hard copies and digital copies of the Annual Notification of Official Information to Parents, Guardians and Students.

SLOCOE is also committed to building capacity of teachers, staff and administrators, with the assistance of parents, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents as equal partners. All School Plans and LCAPs have goals related to family engagement and funds have been set aside to provide for staff development in the area of family engagement. Additionally, through the Differentiated Assistance, Comprehensive Support and Improvement and WASC accreditation processes, SLOCOE has made increasing family engagement an initiative.

SLOCOE provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (Spanish and ASL interpreters, etc.) to parents and family members. Special accommodations are made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult.

## **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:**

All SLOCOE schools are Title I schools and are operated as Schoolwide programs. Overall, 83.2% of SLOCOE students are socioeconomically disadvantaged and Court school students are 100% socioeconomically disadvantaged and the majority of the students test below grade level in English and mathematics. SLOCOE uses internal supports to strengthen the overall academic program. This includes support to select and adopt curriculum; provide cross-curricular instruction between subjects;

support for PLCs; and in-class coaching. In addition, students not meeting academic standards are provided Tier 2 and 3 interventions. Additional professional development includes trainings in core academics, PBIS, social emotional learning, trauma informed practices, culturally responsive instruction, and the use of instructional technology.

Funds are used to fully implement MTSS, which includes full implementation of PBIS and social emotional curriculum, at all sites, including the court and community schools. Funds are also used to fund a Behavior Health Specialist and an Academic Intervention teacher to help support teachers in the classroom as well as to provide Tier 2 and 3 academic and behavioral interventions. Funds support professional development for teachers, administrators, support staff, parents and stakeholders to support school engagement. Another area supported by funding is music and art programs that would be typically available on traditional campuses.

The programs are evaluated through class walkthroughs; staff, student, parent and stakeholder surveys; academic, behavior and attendance data; DASS data; and local benchmarks. Evaluations take place during the annual LCAP and School Plan processes, at monthly PLCs, at monthly leadership meetings and the use of TFIs.

## **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:**

SLOCOE engages in support for homeless students through identification, reduction of barriers to enrollment and proactively offering services and supports to both students and families. Homeless students are identified during the enrollment process with information being documented on enrollment paperwork and in the program's student database attendance system. School site administrators, the school counselor and front office staff are trained in the McKinney-Vento Homeless Assistance Act.

Title I, Part A reservation funds are used to staff a school counselor, who acts as the SLOCOE homeless liaison. The SLOCOE homeless liaison focuses on enrollment, attendance, and success of homeless children and youth. The homeless liaison ensures that:

- (i) children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies;
- (ii) children and youth experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, schools within the LEA;
- (iii) children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible, including Early Head Start and Head Start programs, early intervention services under Part C of the Individual with Disabilities Education Act, and other preschool programs administered by the SLOCOE;

- (iv) children, youth, and families experiencing homelessness receive referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services;
- (v) the parents or guardians of students experiencing homelessness are informed of the educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- (vi) public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by families and youth experiencing homelessness, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to parents, guardians, and unaccompanied youth;
- (vii) enrollment disputes are mediated in accordance with the provision of the Act;
- (viii) parents, guardians, and unaccompanied youth experiencing homelessness are fully informed of all transportation services available to McKinney-Vento students, including transportation to the school of origin, and are assisted in accessing transportation;
- (ix) school personnel providing services to students experiencing homeless receive professional development and other support; and
- (x) unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as other children and youth; and are informed of their status as independent students under the Higher Education Act of 1965 (20 U.S.C. § 1087vv), and receive assistance verifying this status for purposes of the Free Application for Federal Student Aid (FAFSA).

SLOCOE ensures that all homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; homeless students that transfer during the 11th or 12th grade are evaluated for AB1806; and homeless students receive assistance on preparing for and applying to college.

## **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:**

The majority of students at SLOCOE who transition from middle grades to high school or high school to postsecondary education are students who enroll from or return to their district of residence. Regular communication between SLOCOE and the districts occurs through formal meetings as well as informal communication. The Countywide Plan for Expelled Youth is created in collaboration with districts and is approved by district governing boards and the county office board of education. Teachers, administrators and the school counselor also help facilitate the process of student transitions. While enrolled in SLOCOE programs, students have access to various CTE pathways, career readiness activities and work permits. Eckerd, a workforce development program, referrals may be made to help students with workability skills when barriers to employment exist. A Foster Homeless counselor provides direct support to foster students who are enrolled in court school. This support may consist of financial aid application completion, college enrollment, Extended Opportunity Program and Services (EOPS) at Cuesta and Hancock colleges, and enrollment with the Department of Rehabilitation along with accessing community resources, job searches, life skills, self-care and healthy relationships information. The alternative education program supports students in the area of career readiness with the Successful Launch program, industry certificates and teacher generated activities such as mock interviews and resumes. All special education students eligible under this category and served in our program have an IEP and therefore transition services are planned and implemented based on the transition planning process required by the IEP. The annual IEP team meeting is designed to discuss and plan for all necessary transitions.

**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:**

# 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:

The San Luis Obispo Juvenile Court school is operated by SLOCOE. The Juvenile Services Center consists of one custody unit classroom and one camp classroom, Coastal Valley Academy. All court school programs provide instruction on a year-round basis. So far in the 2018-2019 school year, court school has served 119 students. The average length of stay was 33 days.

Strong partnerships and interagency collaboration exists between the court school programs and San Luis Obispo County Probation Department, San Luis Obispo County Behavioral Health and other community-based agencies. This triage of services is critical for student success. SLOCOE provides educational services within the institutional setting, which comes with unique challenges including, but not limited to, student safety in the school programs, limitations to after school and enrichment programs and severely restricted access to parents.

The court school provides various class activities for career readiness and is exploring ways to provide various CTE opportunities for students. The foster liaison, who is a school counselor, assists students with the process of enrolling in college and securing financial aid. With the support of the probation department, some court school students are able to participate in field trips, hold jobs and participate in health and fitness outside of the facility.

Title I, Part D funds are used to improve educational services for incarcerated youth; prepare youth for secondary school completion, training, employment or further education; provide necessary services to successfully transition institutionalized youth to further education or employment; and to prevent at-risk youth from dropping out of school and to provide dropouts and youth returning from correctional facilities with a system of support to ensure their continued education. Staff have time built into their daily schedules to meet with youth individually to complete transition activities, including, but not limited to career inventories, resume building, mock interviews and completion of individualized transition plans. Staff works with individualized youth, local LEAs and community partners to ensure successful transitions to the next placement. Secure tablets have been purchased, with an ongoing contract with Jail Education Solutions for services, to give the youth access to continuing education, outside of the regular school day, as well as training programs, test preparation and career readiness skills. Support staff work with the youth, including those that have graduated, outside of the regular school day to support access to the secure tablets and accompanying on-line programs.

## 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:**

A Memorandum of Understanding between SLOCOE and the San Luis Obispo County Probation Department for implementation of the education program at the Juvenile Services Center is in place. The MOU consists of policies and procedures to ensure communication and coordination between educational staff and probation staff. The educational program and the probation department collaborate to transition students to and from the court school. Both parties have access to records, as needed and appropriate, to ensure student success. The mutually developed goals and objectives that are outlined below are reviewed annually.

SLOCOE will: Provide to minors housed at Juvenile Hall instruction, as required by applicable laws and regulations, by teachers credentialed pursuant to the California Standards for the Teaching Profession. Ensure the SLOCOE staff have appropriate curriculum and materials to conduct class in accordance with standards set forth by the State Board of Education. Provide ongoing professional development to SLOCOE instructional staff related to curriculum and instructional strategies. Provide common core state standards-based Board of Education-adopted instructional materials and instructional technology. Ensure that SLOCOE and Probation policies regarding instructional materials including instructional films, software, video, and the use of technology are followed by SLOCOE staff. Identify youth with special needs, such as Special Education, 504 Plans and English Learners, and provide appropriate services to youth. Ensure that IEPs are conducted or completed by federal and state timelines. Invite parents/legal guardians to IEP meetings. Provide an academic multi-tiered system of support for all students. Notify the Juvenile Hall Superintendent, or designee, of any students who have special needs due to an Individualized Education Plan (IEP), 504 Plan, or English Learner. Ensure that each youth who is referred out of the classroom by SLOCOE staff as a matter of discipline, that they receive due process rights and that a written incident report is submitted to the designated Probation Department staff by the end of the school day. Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement with the Juvenile Hall Superintendent. Provide a minimum of 240 minutes of instructional time daily at the court school, within a mutually agreeable schedule. Provide year-round instruction Monday-Friday exclude SLOCOE holidays and staff development days, as delineated on the calendar distributed annually. Ensure that following a minor's release or transfer from Juvenile Hall, educational records are immediately forwarded to the next educational placement. -Per State accreditation rules, provide academic credit for all course work completed while students are in the court school. Ensure that substitute staff members receive appropriate materials and instructions to conduct class in the absence of the regularly assigned staff. Ensure that substitute staff members receive orientation to the facility and educational program prior to beginning work at the court school. Ensure that all SLOCOE personnel have successfully completed a fingerprinting/criminal background check prior to beginning work at the court school. Cooperate with the Chief Probation Officer, or designee, in regards to the safety and security of the facility. (The Chief Probation Officer, or designee, has the authority to deny access to any school personnel deemed to be a safety or security threat to the Juvenile Hall.) Complete the annual Title 15 Juvenile Facility Education Program Review Evaluation.

The San Luis Obispo County Probation Department will: Maintain safety and security in the court school classrooms. Provide designated classroom and office space. Ensure adequate cleaning, maintenance and repairs to the classrooms. Provide SLOCOE with a daily list of students who will attend school and ensure that all students are at school for the full instructional day unless excused for reasons such as but not limited to court appearances, meetings with attorneys, and/or safety issues deemed appropriate by the Juvenile Hall Superintendent, or designee. Provide SLOCOE a valid reason for absence, per Education Code 48205, when an enrolled student does not attend school. Notify SLOCOE of youth identified as having special needs and/or limited English skills. When

requested, provide SLOCOE staff with an orientation or review of the Juvenile Hall policies and procedures.

## **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:**

Upon entry into court school, enrollment is completed by school clerical staff, with the help of the administration. During this time, school staff and probation staff identify prior educational history and schools attended so that all transcripts and/or pertinent student records can be obtained. Special education and English learner status are also identified at this time.

Pre-assessments are conducted upon enrollment to determine students' current reading and math levels. The primary assessment tool used by the court school is the NWEA MAP. Additional informal assessments include, but are not limited to, curriculum-embedded assessments, teacher generated assessments, oral and written assessments, group assessments, student projects, interviews and informal teacher observations. Teachers use the results of these assessments to guide instruction.

All courses are open entry/open exit with variable credit for high school students. The Course of Study is layered to address content standards at various ability levels, including college preparatory work as well as courses that are A-G approved, in addition to intervention programs in English and mathematics. Court school students have access to work related activities through Successful Launch, industry certificates and teacher generated classroom activities regarding career readiness.

Teachers utilize research-based educational practices including differentiated instruction, cooperative learning, culturally relevant pedagogy, technology literacy, small and whole group instruction and direct instruction. Currently, research-based instructional strategies implemented in the court school include Character Based Literacy, English 3D, Big Ideas Math, Get Focused Stay Focused and Edgenuity.

Eligible students who are enrolled in court school during the testing window participate in CAASPP testing. The newly implemented ELPAC is administered according to state requirements to identified English learners based on proficiency levels in order to guide program placement and instruction. EL students receive designated and integrated ELD services for the duration of their stay in court school. A student's IEP is used to identify needs and accommodations to support student achievement in the general curriculum. IEP team members collaborate to analyze student achievement and accommodate instruction to make grade-level curriculum accessible to students who receive special education services.

Court school students can participate in School Site Council and some students also have the opportunity to attend field trips, obtain jobs and participate in various health and wellness activities outside of the facility.

## **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:**

Case plan meetings are held for each student every month and prior to the student's scheduled release date from the facility. Those in attendance at this meeting include the facility duty supervisor, an aftercare probation officer, mental health staff, school administrator and classroom teacher. One of the focuses of the pre-release meeting is to review how many credits the student earned while in custody. The next school of attendance is discussed and guidance is provided on how the student and parent/guardian can enroll. The team ensures appropriate paperwork, such as updated transcripts and IEP documents, are forwarded to the new placement.

**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:**

For the 2018-2019 school year, 126 students were enrolled at the juvenile court school-102 males and 24 females, ages 13-19. Of the 126 students, 20 were English learners and 49 were students with disabilities. The student count by racial/ethnic group was as follows: 65-Hispanic; 16-American Indian; 1-Asian; 4-African American; 86-White; and 9-two or more races. The average stay for a student was 33.4 days. All students enrolled at the juvenile court school are considered socioeconomically disadvantaged. The juvenile court school has a 92.3% graduation rate. Many of our students have been affected by one or more significant traumas, including drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, academic failure and parental incarceration.

Upon entry into court school, enrollment is completed by school clerical staff, with the help of the administration. During this time, school staff and probation staff identify prior educational history and schools attended so that all transcripts and/or pertinent student records can be obtained. Special education, 504 and/or English learner status are also identified at this time. EL students receive designated and integrated ELD services for the duration of their stay in court school. A student's IEP/504 is used to identify needs and accommodations to support student achievement in the general curriculum. IEP/504 team members collaborate to analyze student achievement and accommodate instruction to make grade-level curriculum accessible to students who receive special education services.

Probation staff and mental health staff at the facility determine all other areas of need, including mental health counseling and substance abuse counseling. Upon release, the educational staff works with the next placement to ensure credits and transcripts are accurate and up-to-date; probation and/or mental health staff works with the next placement to ensure non-academic supports are continued. Students with IEPs will maintain their services upon enrollment at their next placement.

## **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:**

Probation staff, mental health staff and school staff determine what services students will continue to have access to upon their release from court school. The school administrator and school counselor provide students with opportunities to participate in outreach programs and offer referrals to a variety of community resources such as Eckerd, EOPS at local community colleges and Department of Rehabilitation. Non-educational staff also work to ensure continued access to services at clinics along with any needed in-home services such as WRAP.

## **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:**

Eckerd referrals may be made to help students with workability skills when barriers to employment exist. The alternative education program has a Foster Homeless counselor to provide direct support to foster students who are enrolled in court school. This support may consist of financial aid application completion, college enrollment, EOPS at Cuesta and Hancock colleges, and enrollment with the Department of Rehabilitation along with accessing community resources, job searches, life skills, self-care and healthy relationships information. The alternative education program supports students in the area of career readiness with the Successful Launch program, industry certificates and teacher generated activities such as mock interviews and resumes. We also support student enrollment into a CTE course if the student transitions to our community school.

## **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:**

Aeries is used at our court school and provides parents access to their student's grades and attendance. School staff also regularly phone and email parents to share information. Parents are invited to participate in School Site Council, which also serves as our LCAP advisory committee. We are currently working with our media department to create a parent video which will describe the process of their student being booked into juvenile hall and the services provided to their student including school, programming, PBIS and transitions. Parents are also emailed surveys to gather their input and communications are mailed home in their home language.

## **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:**

Eckerd provides services for workability to students while enrolled at court school. Successful Launch also provides career readiness for our court school students along with industry certificates. SLOCOE receives CTEIG funds that are used to support student involvement in CTE opportunities when they transition out of the court school and enroll in a new placement. Court school is currently exploring ways to incorporate CTE opportunities to court school students in the facility.

## **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:**

As part of SLOCOE, educational services are provided to incarcerated youth. The Memorandum of Understanding between SLOCOE and San Luis Obispo County Probation Department provides for the implementation of the education program at the court school to ensure student success. SLOCOE and the probation department jointly established PBIS to promote a positive school culture and climate and to assist students as they transition to their next placement. In addition, probation staff works with community partners to provide recreational, social emotional, religious, and athletic activities within the facility.

## **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:**

Court school receives a student's current IEP immediately if the student is from within the county; if the student is from out of county, the court school clerical staff immediately makes a request for records. The court school staff have access to the Special Education Information System (SEIS) database and all teaching staff are required to review each student's IEP so they are aware of any student with an IEP and each student's individual needs. The educational staff and probation staff have a meeting each morning to review needs and accommodations of all students, including those who receive special education services. This process ensures that all personnel who interact with students who receive services are aware of the supports the students need in order to be successful in the court school environment. All IEP documents are completed and timelines met to ensure student needs are being addressed.

## **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:**

Upon release from the court school, most students return to their school of origin which they were enrolled at prior to incarceration. Placement determinations are made at pre-release meetings with input from school staff, probation staff, mental health staff and district staff. Parents are contacted as well by school or probation staff to obtain input and provide information. Decisions are made on an individual basis and take into consideration each student's academic and social emotional needs.

## **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:**

SLOCOE has developed a comprehensive system of professional growth and improvement for teachers, principals and other schools leaders that is continuously evaluated and updated based upon a needs assessment and staff and stakeholder feedback.

From the moment teachers are hired at SLOCOE, they are provided ongoing professional development and support. New teachers attend an orientation day facilitated by the Human

Resources Department. Additionally, all newly hired teachers are assigned a SLOCOE mentor who works with the teacher to develop and implement a four week on-boarding training plan. All new teachers receive training and coaching on adopted curriculum and relevant technology. Teachers new to the profession, participate in a comprehensive Teacher Induction Program for the first two years. Each new teacher is assigned a mentor who provides coaching and support. Teachers must show evidence of their growth and improvement over two years by completing the approved induction program. Mentor teachers supporting this program receive professional development from the SLOCOE Teacher Induction Program. Teachers new to a particular area of teaching are also supported both financially and educationally in obtaining additional credentials in the areas of special education and CTE.

SLOCOE uses The California Standards for the Teaching Profession (CSTP) for ongoing teacher professional growth and improvement within the negotiated evaluation system. Teachers and administrators collaboratively select components from the CSTPs as the focus of the teacher's professional growth for the year. Ongoing informal and formal observations support and measure teacher growth and performance.

SLOCOE offers a variety of professional growth opportunities for teachers throughout their careers. All teachers attend three mandatory professional development days each year, the focus of which is determined through a needs assessment. Additionally, teachers have monthly department meetings as well as weekly afternoon staff development meetings. All of the district and site led professional development meetings focus on instructional practices, MTSS, PBIS, social emotional learning and designated and integrated ELD. Teachers also participate in PLC's to review data and develop instructional strategies to meet student needs. In addition, all teachers are provided three teacher-directed days which can be used at the teacher's discretion for collaboration, planning, etc. Additional professional development opportunities are provided for all teachers by way of educational conferences, trainings and committees. These additional professional development opportunities build upon district initiatives and/or individual teacher need.

Teacher feedback is an important part of our professional development plan. Surveys are consistently provided after trainings to gather feedback and make adjustments for future trainings as well as topics for future training. SLOCOE also has a Conference Debrief form which is to be filled out after any conference and submitted to the teacher's direct supervisor to provide feedback on what was learned and how it will be implemented.

From the moment principals, administrators and/or school leaders are hired at SLOCOE, they are provided ongoing professional development and support. If they are new to the organization, they attend an orientation day facilitated by the Human Resources Department. Additionally, all newly hired administrators are assigned a SLOCOE mentor who works with the administrator to develop and implement a four week on-boarding training plan. Administrators new to administration and needing to clear their administrative credential participate in a comprehensive two year Clear Administrative Services Credential program through SLOCOE. Each new administrator is assigned a coach, who is a veteran administrator, to support their transition into administration.

SLOCOE provides ongoing professional development for principals, administrators and school leaders based on district initiatives, LCAP goals and needs assessment. Professional development is provided at monthly management meetings. Topics for these sessions include: coaching, evaluations, proactive feedback, mandated trainings, safety trainings and data analysis. Additional professional development is provided at departmental leadership meetings based upon individual department and administrator needs. Administrators are also encouraged to attend all of the same internal professional development opportunities as their teachers as described above. All administrators also have the opportunity to attend educational and leadership conferences, trainings and committees that build upon district initiatives and/or individual administrator need.

Administrator feedback is an important part of our professional development plan. Feedback is regularly solicited at monthly management meetings and weekly leadership meetings as well as via email and surveys.

## **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:**

SLOCOE has been identified as needing Differentiated Assistance due to graduation rate-red, suspension rate-red, college/career-orange and chronic absenteeism-orange; the graduation rate and the suspension rate were specifically for homeless youth and socioeconomically disadvantaged youth. The San Luis Obispo County Community school has been identified as a school in need of Comprehensive Support and Improvement (CSI) due to all state indicators being red on the California Dashboard in 2018-2019. Due to low enrollment numbers, it should be noted that the community school only had one indicator that had a color, suspension rate, and that indicator was red.

Because of the need to address CSI, Differentiated Assistance and WASC action plan, the LEA decided that all these processes needed to be aligned in order to better meet the needs of the students. Through the LCAP planning process, which now includes the monitoring of the CSI plan, the differentiated assistance institute and WASC action plan, the LEA was able to conduct a school level needs assessment which led to the identification of evidenced-based interventions and assured all state indicators were addressed, including student performance against state-determined long-term goals. These interventions included the need to build capacity through professional development, the need to address behavioral and academic needs at the Tier 2 and 3 levels, the need to continue full implementation of MTSS, including PBIS, the need to focus on the social emotional development of our students, the need to support students during transitions and the need to focus on parent engagement.

On January 29, 2019, the LEA attended an informational meeting with Kern County Office of Education (KCOE) to learn about the continuous improvement process associated with differentiated assistance. On February 25 and 26, 2019, the LEA and stakeholders participated in a pre-institute with KCOE as the facilitator at which a data inquiry was conducted to inform and develop a problem of practice. On April 9 and 10, 2019, the LEA joined Los Angeles County Office of Education (LACOE), Fresno County Superintendent of Schools (FCSS) and KCOE for a two day institute to conduct a root cause analysis, develop a theory of action and develop an action plan. At the April 9 and 10 meeting dates, the LEA and stakeholders determined that the problem of practice and root causes directly aligned with the areas identified by the CA Dashboard as needing improvement. On June 10 and 24, 2019, these same entities will come together to decide on high-leverage initiatives to address the root causes. There will be various follow-up days in the fall and winter to track outcome data, review action plan as necessary and build capacity around implementation of initiatives.

SLOCOE has 83.2% of their students identified as socioeconomically disadvantaged; at the community school, 86.7% of our students are identified as socioeconomically disadvantaged. All

SLOCOE programs are Schoolwide programs. Title II funds are used to support professional development based upon the priorities outlined above.

## **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:**

SLOCOE has long standing structures in place for communication with stakeholders or people affected by the school district and its daily work. Stakeholder consultation is frequent, timely and meaningful. Various meetings have LCAP/SPSA standing agenda items or LCAP/SPSA discussion topics. Stakeholder groups include: All Stakeholders--the existing SSC serves as the LCAP Advisory Committee and DELAC, which is an advisory group of students, parents, staff members, community partners and other stakeholders who make recommendations to the County Board of Education, Public--at County Board of Education meetings, which are public, updates on goals, achievements and student progress are presented, Students and Parents-- are surveyed annually--individually and in small groups—survey results are provided to the LCAP Advisory Committee, Parents--meetings with families and individual parent conferences, and Community Agencies--meetings with stakeholder and agency representatives such as Juvenile Justice Commission, Juvenile Services Advisory Committee and local SARBs.

Because of the need to address CSI, Differentiated Assistance and WASC action plan, the LEA decided that all these processes needed to be aligned in order to better meet the needs of the students. Through the LCAP planning process, which now includes the monitoring of the CSI plan, the differentiated assistance institute and WASC action plan, the LEA was able to conduct a school level needs assessment which led to the identification of evidenced-based interventions and assured all state indicators were addressed, including student performance against state-determined long-term goals. These interventions included the need to build capacity through professional development, the need to address behavioral and academic needs at the Tier 2 and 3 levels, the need to continue full implementation of MTSS, including PBIS, the need to focus on the social emotional development of our students, the need to support students during transitions and the need to focus on parent engagement.

On January 29, 2019, the LEA attended an informational meeting with Kern County Office of Education (KCOE) to learn about the continuous improvement process associated with differentiated assistance. On February 25 and 26, 2019, the LEA and stakeholders participated in a pre-institute with KCOE as the facilitator at which a data inquiry was conducted to inform and develop a problem of practice. On April 9 and 10, 2019, the LEA joined Los Angeles County Office of Education (LACOE), Fresno County Superintendent of Schools (FCSS) and KCOE for a two day institute to conduct a root cause analysis, develop a theory of action and develop an action plan. At the April 9 and 10 meeting dates, the LEA and stakeholders determined that the problem of practice and root causes directly aligned with the areas identified by the CA Dashboard as needing improvement. On June 10 and 24, 2019, these same entities will come together to decide on high-leverage initiatives to address the root causes. There will be various follow-up days in the fall and winter to track outcome data, review action plan as necessary and build capacity around implementation of initiatives

# **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:**

Teachers receive coaching and training in the use of SDAIE strategies, and the means to best support English learners in whole class, small group and individual instruction. This includes in-class modeling, training on designated and integrated approaches and English 3D training. In addition, teachers participate in English Language Development trainings. Professional development activities to support special education English learners include professional development opportunities specific to assessment of English learner status (VCCALPS) and developmentally appropriate language goals, which support language development for the English learners. In addition, teachers either new to their position or to their assignment are assigned a mentor. The mentors are charged with mentoring these teachers in instruction and assessment for English learners. The mentor provides on-going support and training throughout the year to ensure sufficient intensity and duration, which ensures a positive and lasting impact on the instruction and assessment provided by the teacher. Data is gathered during walkthrough visits by administration and self-assessment by teachers in order to gauge the professional development needs to support language development. Once collected, administration and teachers analyze the results of the walkthroughs, prioritize the needs assessment and determine a plan of action based on that data. Professional development for all teachers and district representatives that host classrooms within their school sites address the questions of equity and access. Data from the DASS is also used to evaluate the effectiveness of instruction. Additionally, the WASC critical areas of need address the need for professional development to ensure the needs of English learners are being address in every classroom.

## **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.

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

## **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:**

SLOCOE provides services to English Learners to ensure that they are acquiring English language proficiency at the same time as they are learning grade-level content. SLOCOE provides integrated and designated English language development (ELD) instruction to English Learners in preschool through grade twelve. This instruction is to support English learners to learn English while simultaneously learning grade-level content through English.

Data is collected and analyzed to measure EL student progress. Multiple measures of student progress are monitored. These measures include English Language Proficiency Assessments for California (ELPAC); California Assessment of Student Performance and Progress (CAASPP); SLOCOE Common Assessments; and SLOCOE Report Card grades. The Summative ELPAC results are used as one of the multiple measures to determine a student's English proficiency level. Each school site has a system in place for communicating to teachers who their English Learners are, a list of characteristics for the different levels, and appropriate strategies and ELD Standards to use in instruction.

SLOCOE provides English learner programs that include daily core curriculum as well as English language development instruction in English, with the goal of promoting both acquisition of English language as well as grade-level ELA content. SLOCOE implements Structured English Immersion. This program includes the following instruction: English Language Development (ELD) and content instruction in history/social science, science, and mathematics, employing Specially Designed Academic Instruction in English (SDAIE) techniques in each area of instruction. English Learners are assigned to appropriately authorized teachers. SLOCOE also implements English Language Mainstream. This program is offered to English Learners who have reasonable fluency in English or whose parents/guardians have requested this program. All English Learners receive ELD instruction and content instruction in history/social science, science, and mathematics, employing SDAIE techniques. Students are assigned to appropriately authorized teachers and are instructed within a setting that includes native English-speaking students.

All English Learners receive daily integrated and designated ELD which includes SDAIE instructional strategies. The purpose of integrated ELD is to provide ELs with grade-level, content area instruction focused on achieving both the grade-level core curricular standards in tandem with achieving ELD standards. The purpose of designated ELD is to provide a protected time, within the school day, when language development is the focus of instruction. When students receive designated ELD instruction, the goal is to progress in meeting the ELD standards. While working to achieve the goal of developing in English language while concurrently learning grade-level content, students should be supported with SDAIE strategies.

The Title III funds are used to supplement the base language instruction program, as described above, by providing professional development to classroom teachers, site administration, school leaders and other school and community based personnel that addresses improving instruction and assessment for ELs; enhancing the ability of teachers and others to understand and implement curricula, assessment practices and measures and instructional strategies for ELs; and increasing English proficiency and subject matter knowledge. In addition, the Title III funds are used to provide follow-up coaching after professional development activities that includes, but is not limited to, implementation of integrated and designated instruction, including the use of the English 3D curriculum.

## **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:**

SLOCOE has made it a priority to ensure that all schools support English learner students in achieving English proficiency and meeting state standards. This will be achieved through SLOCOE and State accountability measures, including reviewing the DASS and ELPAC data. Evaluation of the School Plans are completed to ensure alignment with the LCAP, and that each School Plan's goals include academic, behavior and attendance supports for all students, including English learners. Stakeholders are involved in LCAP meetings, in addition to SSC, ELAC and DELAC meetings. All academic, behavior and attendance metrics apply to English learners. Site-level data for English learner students is reviewed at the above-mentioned site and district meetings. SLOCOE will ensure that the appropriate meetings are held, and that English learner progress is reviewed and analyzed, by reviewing agendas and minutes. If English learner students are not meeting the site and district's academic, behavior and attendance metrics, the administration will review the decisions made in regards to instruction and coaching.

## **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:**

SLOCOE has elected to transfer its Title IV, Part A funds to Title I, Part A, and has met all requirements concerning equitable services for private school teachers. Funding will be utilized as outlined in the School Plan to supplement and enhance district initiatives around increasing academic rigor, increasing student engagement, facilitating smooth transitions and increasing parent engagement.

SLOCOE has long standing structures in place for communication with stakeholders or people affected by the school district and its daily work. Stakeholder consultation is frequent, timely and meaningful. Various meetings have LCAP/SPSA standing agenda items or LCAP/SPSA discussion topics. Stakeholder groups include: All Stakeholders--the existing SSC serves as the LCAP Advisory Committee and DELAC, which is an advisory group of students, parents, staff members, community partners and other stakeholders who make recommendations to the County Board of Education, Public--at County Board of Education meetings, which are public, updates on goals, achievements and student progress are presented, Students and Parents-- are surveyed annually--individually and in small groups—survey results are provided to the LCAP Advisory Committee, Parents--meetings with families and individual parent conferences, and Community Agencies--meetings with stakeholder and agency representatives such as Juvenile Justice Commission, Juvenile Services Advisory Committee, Local SARBs and others.

SLOCOE has been identified as needing Differentiated Assistance due to graduation and suspension rates. The community school has been identified as a school in need of Comprehensive Support and Improvement (CSI) due to all state indicators being red on the California Dashboard in 2018-2019. On the CAASPP, 0% of our students met standard in Math and approximately 11% met standard in English Language Arts. The overall graduation rate for 17-18 school was 62.8%. The overall chronic absenteeism rate for 17-18 was 46.3%. The overall participation rate for 17-18 was 78% ELA and 66% Math. The overall suspension rate for 17-18 was 37.3%. The school climate survey positive rating was 2.62 out of 4.0.

Because of the need to address CSI, Differentiated Assistance and WASC action plan, the LEA, with agreement from stakeholders, decided that all these processes needed to be aligned in order to better meet the needs of the students. Through the LCAP planning process, which now includes the monitoring of the CSI plan, the differentiated assistance institute and WASC action plan, the LEA was able to conduct a needs assessment which led to the identification of evidenced based interventions and assured all state indicators were addressed, including student performance against state determined long term goals. These interventions included the need to build capacity through professional development, the need to address behavioral and academic needs at the Tier 2 and 3 levels, the need to continue full implementation of MTSS, the need to focus on the social emotional development of our students, the need to support students during transitions and the need to focus on parent engagement. On 1-29-`9, the LEA and stakeholders attended an informational meeting with Kern County Office of Education (KCOE) to learn about the continuous improvement process associated with differentiated assistance. On 2-25 & 26-19, the LEA and stakeholders participated in a pre-institute with KCOE as the facilitator at which a data inquiry was conducted to inform and develop a problem of practice. On 4-9 & 10-19, the LEA joined Los Angeles County Office of Education (LACOE), Fresno County Superintendent of Schools (FCSS) and KCOE for a two day institute to conduct a root cause analysis, develop a theory of action and develop an action plan. At the April 9 and 10 meeting dates, the LEA and stakeholders determined that the problem of practice and root causes directly aligned with the areas identified by the CA Dashboard as needing improvement. On June 10 and 24, 2019, these same entities came together and decided on initiatives: data cycles, intentional relationship building and universally screen students in the areas of academics and social emotional health.

At least \$11,867.40 has been set aside to help with social emotional curriculum implementation--well-rounded education. At least \$11,867.40 has been set aside to provide assist with MTSS

implementation-safe and healthy students. At least \$8,900.55 has been set aside to implement a blended learning model to individualize each student's educational experience with a blend of on-line learning and face-to-face instruction-use of technology.

SLOCOE will collect data on an ongoing basis, including outcomes from the DASS along with local data, to monitor and evaluate implementation and effectiveness of the above which will include continued participation in the DA process.