

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

**LEA Name**

San Diego County Office of  
Education, JCCS and Special  
Education Schools

**CDS Code:**

3710 371 0000000

**Link to the LCAP:**

*(optional)*

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

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.)*

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

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The focus for all actions and services at JCCS is to move the organization forward to realize its mission and goals to support all students to succeed in college and career.

### Mission:

SDCOE Juvenile Court and Community Schools (JCCS) is committed to high expectations, social justice, and equity for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise achievement of all students while eliminating the achievement gap between students of color and white students. We accomplish this through the delivery of culturally and linguistically responsive, standards-driven instruction; courageous and advocacy-oriented leaders; and relevant professional development. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

### LCAP Goals:

Ensure excellence in teaching and learning so each student is prepared to succeed in college and career (Goal 1)

Cultivate stakeholder engagement to support excellence in each student's success (Goal 2)

Develop coherent and transparent systems for operational excellence to support each student's success (Goal 3)

Support the integration and transition of students who are at-risk, expelled, English learners, and foster youth to be prepared to succeed in college and career (Goal 4)

Decisions are based on state and local data, organized to support state priorities and district goals. The California School Dashboard and federal Comprehensive Support and Improvement areas of growth and local indicators are addressed within the four LCAP goals and the actions and services. Some identified strengths were the increase in parent engagement and increased concurrent enrollment in community college. This dual enrollment was part of an expansion of college and career preparation efforts designed to motivate and inform this high-risk population about options available to them to improve their future. The ongoing need is to improve the academic success of each and every student as measured by California Assessment of Student Progress and Performance (CAASPP) scores and the graduation rate.

Through the structures being put in place using the MTSS framework and the Division Curriculum Committee, there will be a renewed focus on ensuring basic services, professional development, curriculum, instruction, and assessment are focused on implementing the California Standards using strategies that promote success for this specific population of students. Aligned academic supports and social-emotional supports funded through Supplemental and Concentration funds in the LCAP will enhance student success.

Supplemental supports for students with differentiated needs, such as students who are homeless, foster youth, English learners, and other at-risk populations will be provided through actions and services using federal funds that are delineated in the LCAP and will be explained in this addendum. Decisions regarding the use of both LCAP and federal funds are made only after input from a variety of stakeholders, including staff, parents, community partners, and students.

## 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.

Throughout JCCS, the effective and aligned use of state and federal funds toward achieving the district mission and goals is discussed with all stakeholders. At the district level, the District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) members are advised about LCFF, Title I, and Title III funds, and provide input on actions and services that will provide the best support for students. The LCAP includes federal funding and delineates how the federal funds supplement the LCFF funds. At the site level, similar conversations take place at the school site council (SSCs) and English Learner Advisory councils (ELACs). Because of this intentional structure, the School Plan for Student Achievement (SPSA) and the LCAP support each other in achieving common goals.

Implementation of and support for the work aligned to the multi-tiered system of support (MTSS) framework is an example of how actions/services are aligned through a variety of funding sources. LCFF and Scale-Up MTSS Statewide (SUMS) grant funds were used for the initial planning and design of tiers of support. Within those tiers, LCFF provides funding for Tier 1, and Federal funds provide additional funds to support interventions in Tier 2. This applies to both academics (training on instructional strategies to support Title I or students who are English learners), and with Social/Emotional supports (Restorative Practices for families, additional counseling services, etc).

## 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.

The San Diego County Office of Education JCCS and Special Education Schools were given results for the California School Dashboard and Local Indicators this year for the first time (County Office of Education programs, DASS schools were exempt until this year). Each Dashboard metric showed performance gaps, in chronic absenteeism, suspension rate, graduation rate, CCI, ELA and Math scores. The focus of our CSI and DA plans will be capacity building; conducting needs assessments and root cause analysis; identify evidence-based interventions, strategies, and activities; and utilize data to develop, implement, monitor, and evaluate improvement efforts.

An additional analysis of local data, standardized test data, Dashboard data and stakeholder feedback indicates that our unduplicated student groups (English Learners, Low Income and Foster Youth), are achieving at lower levels than the All Student group. Improvement for these groups, along with all other students is a priority. Specific actions to address English Learners are found in Goal 4, Actions 4 and 5; specific actions for foster youth are found in Goal 4, Actions 6 and 8. Social-emotional supports will be addressed as part of our Multi-tiered system of support (MTSS) and our LCAP Goal 2 and Goal 4, Positive School culture.

Additionally, JCCS started a District Equity Leadership Team (DELT) and Regional Equity Leadership Team (RELT) to analyze and disaggregate data for students who are at risk, expelled, English Learners, and foster youth in order to inform improvements and provide oversight on behavior and equity issues. Instructional Coaches were also deployed to regional teams to provide instructional support to teachers, students and principals to strengthen 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).

This year we implemented a Multi-Tiered System of Support (MTSS) that will ensure we are providing universal academic and school culture (behavior, social-emotional) supports for all of our students and that we are gathering and monitoring data to inform us about which of our students will need additional support/intervention to help them succeed in our schools and become college/career ready. In addition we partnered with Project AWARE to provide direct training to students in our Court and Community Schools in the areas of Restorative Practices and emotional literacy. We strengthened the coordination of Mobile Adolescent Support Team (MAST) services to ensure our students have greater access to mental health services.

JCCS started a District Equity Leadership Team (DELT) and Regional Equity Leadership Team (RELT) to analyze and disaggregate data for students who are at risk, expelled, English Learners, and foster youth in order to inform improvements and provide oversight on behavior and equity issues. Instructional Coaches were also deployed to regional teams to provide support to teachers, students and principals.

**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.

Expanded our CTE advisory board to provide direction and over-site for the JCCS CTE program to expand CTE pathways and course offerings in all four of our programs.

This year our program administrator CTE submitted a application to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students. In addition, CTE program administrator is developing the series of introductory, intermediate and capstone/advanced courses. Courses have been submitted in spring of 2019 and will be implemented in the 2019-2020 school year.

LEA is supporting CTE with the following initiatives:

- \*Dual enrollment opportunities: San Diego City College HVAC courses (students can earn EPA certification); San Diego City College Business Information Worker.

- \*San Diego State University: students enrolled in DOL funded Pathways to Justice Careers can take criminal justice course through college of extended studies and earn 1-3 units of university credit.

Experiential learning opportunities:

- \*CTE programming at the Urban Camp: CTE Culinary Arts including Barista training; CTE Graphic Design and Production; CTE Horticulture; CTE Fire Science; and comprehensive work readiness course

- \*CTE Programming at Girls Rehabilitation Facility (GRF): CTE Horticulture, supported by comprehensive work readiness course.

- \*CTE Programming at East Mesa Juvenile Detention Facility: CTE Building and Construction; CTE Horticulture; CTE Culinary Arts including Barista training (in process)

- \*CTE at Metro Schools: Bayside offers CTE Graphic Arts and Production; 37ECB offers CTE Sales, Marketing and Services;

- \*CTE in North County Schools offers CTE Horticulture and CTE Building and Construction (Brazing course)

- \*CTE East County Schools offers CTE Horticulture

- \*CTE South County Schools offered CTE Graphic Arts

## 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.

This year we created an organized, coherent plan for professional development that was launched at the beginning of the year during the first ever JCCS admin retreat. Professional Development plans ensured alignment of LCAP goals with SPSA and WASC action plans. LCAP goal alignment was organized to ensure each goal was covered monthly (1 goal per week) during staff PL modified days (Thursdays). We strengthened our coaching model by moving to a regional instructional coaching model (coaches paired with administrators) to address program needs, including clear support for every teacher in our system and support of principals in implementing our PL system of supports. Hired two additional coaches to fully implement our regional model.

In partnership with Learning and Leadership Services (LLS) and the Division Curriculum Committee (DCC), we designed and began implementation of high quality integrated ELD instructional practices in alignment with the C I & A professional learning plan, the ELD road-map, our own integrated ELD toolkit, the CA ELA/ELD Framework, CA Common Core Standards, and our ELA/ELD curriculum map, units of study, and benchmark assessments. Professional learning included ELA and SPED teachers attending 5 full-day PLs to learn how to facilitate our new units of study using integrated ELD teaching practices as well as receiving follow-up instructional coaching. Paraprofessionals were also trained on how to support the integration of ELD in all courses/classrooms.

We are in the process of implementing a multi-tiered system of supports (MTSS) that will include universal supports for academics and behavior as well as data-informed academic and school culture (behavior, social-emotional) supports/interventions for students who need them. Universal supports for school culture will be based on trauma-informed practices (our lens), restorative practices (our approach), and PBIS (our framework).

Implementing rigorous and differentiated learning models through Division Curriculum Committee and PLCs that included both seat-based and independent study programs to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased access to a broad course of study.

## 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.

JCCS leadership worked with Parent and Family Liaisons to develop a long term plan to build capacity and leadership among parents of students who are English learners. DAC and DELAC members have been active leaders in contributing. Growth in diverse parent groups have shown an increase in participation, involvement with the school and in parent engagement activities. Parents provided feedback and planning support for the development of workshops, parent training's, experiential learning trips and educational book clubs.

Parents and guardians participated in coffee with the principal monthly meetings as well as experiential learning events to enhance parent and school partnerships and to promote a positive school culture. Outreach events included themes to address/celebrate cultural diversity and college and career readiness.

Training's for parents were developed to target areas of need and those requested by parents. Priority was given in the area of Social Emotional learning, "Strengths Finder" for parents and Restorative Practices. Other themes were covered at parent outreach events including building a bridge with your child, drug/alcohol abuse prevention, gang culture awareness, and Parent Leader Appreciation Day.

On-going meetings occur with Probation (site level and central office administration) and with the juvenile court judges to enhance stakeholder engagement, partnership, and to more effectively meet the needs of students.

Transition technicians conduct meetings with parents to ensure successful student transition back to the district of residence. Parent feedback has been positive on the help and support given to students as they together navigate the re-entry process back to district. For the Urban Camp program transition meetings occur monthly. Transition meeting attendees include site leadership, school counselors, and probation staff. At the Juvenile Hall facilities, longer term students are also provided transition counseling.

Through the deliberate and strategically planned outreach events, parent/guardian and stakeholder participation increased from 480 to 954 or 98.7% growth. Parent feedback at outreach events, LCAP Community Forums and stakeholder surveys were used to guide the creation of the 2019-2020 LCAP Goals, and actions and services which align with our SPSAs and WASC action plans.

## 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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

This section is not required.

## 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:

The mandate for County Office of Education run schools is to serve the unserved. Our students are primarily, low-income, minority, English Learners (ELs), Foster Youth, Homeless, at risk, detained, expelled or referred to us by the probation department. The specialized needs of our students requires highly qualified and fully credentialed teachers. As noted in the yearly SARC report and annual CBEDS report, 100% of our teachers are fully credentialed and appropriately placed. Annual Human Resources (HR) teacher placement audits indicated we are 100% in compliance. Trending data indicates a decline of student enrollment over the last 5 years and continues to trend downward. There are a number of reason for this trend but county offices across the state have shown similar data. The main reason for this decline is the change in strategy by the probation department and the juvenile court judges. Adjudicated youth are primarily sent home on probation instead of being detained. This decline in student enrollment has impact the hiring of new teachers. SDCOE has made every effort to address the staffing issues through attrition. Therefore all teachers are considered experienced teachers, (not under the definition of inexperienced teachers being two or fewer years of teaching experience). Teachers do not fall under the definition of ineffective teachers (being missassigned, not holding a valid credential or certificate, or in a position where they are not authorized to serve). JCCS teachers are not under the definition of Out-of-field teachers (not yet demonstrating subject matter competency). There are no Out-of-Field teachers in positions with limited term credentials. As stated earlier teacher equity is not an issue for JCCS as all of our teachers are appropriately placed and 100% credentialed. Teachers that show up in the two years or less category (Dataquest) were listed at San Pasqual Academy (2) and Community School (1) from the 2017-2018 school year and this is no longer accurate for those schools.

#### 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:

Worked with Parent and Family Liaisons to develop a long term plan to build capacity and leadership among parents of students who are English learners. DAC and DELAC members have been active leaders in contributing. Parent involvement and engagement policy is distributed at SSC/ELAC and DELAC leadership meetings. Parent feedback on SPSA development and LCAP goals is solicited and encouraged. Growth in diverse parent groups have shown an increase in participation, involvement with the school and in parent engagement activities. Parents provided feedback and planning support for the development of workshops, parent training's, experiential learning trips and educational book clubs.

A parent activities calendar is created and distributed to parents at the beginning of the school year and modified and distributed throughout the year. Parents and guardians participate in experiential learning events to enhance parent and school partnerships and to promote a positive school culture. Outreach events included themes to address/celebrate cultural diversity and college and career readiness.

Training's for parents were developed to target areas of need and those requested by parents. Priority was given in the area of Social Emotional learning, "Strengths Finder" for parents and Restorative Practices. Other themes were covered at parent outreach events including building a bridge with your child, drug/alcohol abuse prevention, gang culture awareness, and Parent Leader Appreciation Day.

Language translation (oral and written) is provided at parent meetings along with transportation and childcare.

Weekly and monthly meetings occur with Probation and the juvenile court judges to enhance stakeholder engagement, partnership, and to more effectively meet the needs of students.

Through the deliberate and strategically planned outreach events, parent/guardian and stakeholder participation increased from 480 to 954 or 98.7% growth. Parent feedback at outreach events, LCAP Community Forums and stakeholder surveys were used to guide the creation of the 2019-2020 LCAP Goals, and actions and services which align with our SPSAs goals and WASC action plans.

### **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:**

We have implemented a multi-tiered system of supports (MTSS) that will include universal supports for academics and behavior as well as data-informed academic and school culture (behavior, social-emotional) supports/interventions for students who need them. Universal supports for school culture will be based on trauma-informed practices (our lens), restorative practices (our approach), and PBIS (our framework). We are expanding and updating the MTSS/District Equity Leadership Team (DELT) and Regional Equity Leadership Team(s) (RELT) to analyze dis-aggregated data for students who are at risk, expelled, English Learners, and foster youth in order to inform improvements we can make to better prepare students to succeed in college and career. Meetings occur with Probation and the juvenile court judges to enhance stakeholder engagement, partnership, and to more effectively meet student needs. Monthly meetings occur at the Probation camp (Urban Camp) to ensure successful student transition back to the district of residence (meeting attendees include site leadership, school counselors, and probation staff). At the Juvenile Hall facilities, longer term students are also provided transition counseling. For San Pasqual Academy (SPA) (School for Foster Youth) we convene a monthly advisory committee that is chaired by the President of the SPA Board of Directors and attended by the Executive Director, Senior Director, school principal, Director of New Alternatives, County Council, and Diego County Health and Human Services, Court Appointed Special Advocates, Probation, and the presiding Juvenile Court Judge. This committee monitors the schools instructional program, student supports and wraparound services.

We continue to assist probation and child welfare in the identification of appropriate education rights holders as requested and including:

- IEP's
- 504 plans
- Placements

We monitor, refine and adjust practices and services to support prompt enrollment, placement, and course credit completion for foster youth transitioning in and out of all JCCS/county-run programs. On-going training's for JCCS and special education staff were instituted regarding legal mandates, IEP development, monitoring student achievement goals, appropriate sharing of information, as well as understanding IEPs and 504s to ensure appropriate student placement.

We revised our student enrollment and assessment process to properly identify student needs and trained staff on selecting, administering appropriate assessments that include:

- Diagnostic assessments for reading and math Interim/progress monitoring performance assessments
- Review and refine data analysis to align with measurable IEP goals.
- Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support to meet the needs of all students in JCCS.

## **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:**

JCCS enhanced the student enrollment guidelines and procedures to properly identify and provide services to our underserved students including those who may be homeless. Partnerships/contracts with outside agencies to provide targeted supports ( Additional counseling services, Social Work Interns, The Movement enrichment and tutoring program, Project Aware, Mast etc) are made available to students. JCCS continues to implement a coherent system for recording and monitoring students to ensure increased student attendance by having meetings/training's to ensure that parents/guardians, teachers, principals and classified staff have the latest data on their student's attendance: Monthly Attendance Improvement Management (AIM) meetings where attendance clerks and other classified staff review and analyze attendance data were instituted. Alm staff have been trained to understand/follow the laws regarding enrolling Homeless students and the need to remove any barriers to a speedy enrollment in school. JCCS works with the County Office Homeless Liaison staff to coordinate services and assist with students transitioning from homelessness.

Homeless students participate in all JCCS programs, including community schools, San Pasqual Academy, court schools as well as our school specifically for homeless, Monarch. Monarch is a nationally recognized K-12 school created specifically for San Diego county area students who are transitioning from homelessness. Staff assist students but also families to connect them with county resources but also provide clothing, meals, transportation, educational opportunities and even showers on site.

We provided professional learning on Trauma Sensitive Schools (TSS)/Trauma Informed Practices (TIP) to all JCCS staff, probation officers and parents to develop universal awareness, common language, and ownership. We utilized the Scale-Up MTSS grant that was won during 2018 to expand our Multi-Tiered System of Support (MTSS) to all JCCS sites. MTSS tiered interventions ensures universal academic and school culture (behavior, social-emotional) supports for all of our students including homeless students. The grant provided additional training to help staff monitor student data and provide additional support/intervention to help students succeed and become college/career ready.

JCCS provided activities and learning opportunities to reach out to parents. Translation services, transportation, childcare and meals are provided at all parent events and activities. Parent counseling services, support from Parent Family Liaisons, partnerships and supports are given to parents/students who are in transitioning from homelessness.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:**

Our School and Family Engagement Team (SAFE team) which includes counselors, social work-interns, Parent Family Liaisons (PFLs) and Transition Technicians meet monthly with leadership to review the implementation of the counseling program, monitoring student transitions and student supports. The SAFE team also monitors students Personalized Learning Plans (PLPs), Journey's college/career interests surveys to encourage post high school preparation and career/college planning.

JCCS has contracted with The Movement to provide support for academic development and SAT/ACT prep. School Counselors and Transition Technicians supported students with the completion of college applications, financial aid documents, and scholarship essays.

We established a stronger partnership with Mobile Adolescent Services Team (MAST) to provide students with mental health support. This resource is available to parents and students upon transition into the JCCS school structure, this support continues to be provided to students upon transition back to their district of residence. A county wide policy for students in transition to and from our juvenile detention facilities was developed in partnership with the San Diego probation department, SDCOE and other county agencies. A strong collaborative of county agencies works on behalf of students to ensure successful transition for students. In addition, a SDCOE created transition plan for expelled youth that was approved and signed by all 42 San Diego county schools districts. The district expulsion transition plan assists districts with the seamless transition to county run programs and protocols for students returning to district.

JCCS expanded the CTE opportunities, work experience opportunities and career readiness activities for students. CTE program administrator developed the series of introductory, intermediate and capstone/advanced courses. Courses have been submitted in spring of 2019 and will be implemented in the 2019-2020 school year. Some courses will be in partnership with local community colleges. A CTE advisory committee was created and implemented to provide direction and over-site for the JCCS CTE program. JCCS allocates funds for student transition technicians. Transition techs are responsible for assisting students with the successful completion of district expulsion rehabilitation plans. They also assist students with district transition appointments, often calling district personnel to advocate for returning students. Transition techs assist with student college concurrent enrollment goals, college tours and FAFSA, ACT/SAT prep as mentioned above. Transition techs work in conjunction with the SAFE team, school counselors, registrars, and social work interns.

### **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:**

JCCS utilizes the student intake appointment to conduct a number of individual assessments to assist with the creation of student goal setting and program development. Student interests survey, credit history and Journey's college and career planning results go into the development of the students personalized learning plans (PLP). Teachers align student interests with classroom literacy. Because JCCS has multiple small sites throughout the county a central library is not feasible. Classroom based libraries along with partnerships with stakeholder groups and other providers has been the priority. One partnership that JCCS has used for several years is "Words Alive!" Words Alive provides essential literacy services to under-served students and families. Words Alive provides integrated literacy programming through their three primary programs, Read Aloud, Teen Services and Family Literacy. The program provides novels and tutors to serve JCCS students across the division. School Site Councils decide the scope of services needed for their students and programs (CDS Codes). JCCS also uses a credit recovery program called Edgenuity by Odysseyware. Edgenuity is an online credit recovery program that provides students the opportunity to take courses that may not be provided directly by their teacher but that they need to graduate. JCCS offers students a one-to-one digital experience with Chromebooks and carts available at each location.

## 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:**

JCCS supports the integration and transition of students who are at-risk, expelled students, in foster care, and English learners to be prepared to succeed in college and career by focusing on positive school culture and climate, a structure for appropriate deescalation, and increased positive staff/student relationships. We will refine and adjust support for teachers and leaders in identifying and implementing high quality integrated and designated English Language Development (ELD) in alignment with the English Language Arts (ELA) ELD Framework. To improve classroom practices and the capacity of instructional support team, professional learning was strengthened through professional development, including training to address barriers for students who are low-achieving, credit deficient, special education and English learners and their language and academic needs.

JCCS implemented a Multi-Tiered System of Supports (MTSS) for all students including academic and social emotional interventions. The goal of MTSS is to create an organized system of support and intervention to meet the unique needs of JCCS students. MTSS will align with the implementation of a comprehensive school guidance program supporting the American School Counselor Association domains, and will systematically incorporate programs already in place such as MAST and substance abuse counseling. We will be expanding and updating the MTSS/Policy Equity Leadership Team to District Equity Leadership Team (DELTA) and Regional Equity Leadership Team(s) (RELT) to analyze disaggregated data for students who are at risk, expelled, English Learners, and foster youth in order to inform improvements we can make to better prepare students to succeed in college and career.

### Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:**

JCCS leadership took steps to strengthen our Regional Model (added support staff, instructional coaches etc.) to improve communication and collaboration with districts, community based organizations, and the community at large (probation, law enforcement, county health and human service agencies) in order to positively impact our students and their families, particularly our at-risk, expelled, EL Students, homeless and foster youth. On-going meetings are scheduled to improve communication with our stakeholders, 42 districts, probation and the juvenile justices commission. Meetings with dependency court judges and delinquency court judges, San Pasqual advisory board and other county agencies are scheduled as needed and monthly depending on the need.

Formal agreements with probation including the county wide transition protocol and Title 15 agreements are in place. SDCOE is the sole educational provider for students placed by the juvenile court to the Urban Camp, Kearney Mesa Juvenile Hall and East Mesa Juvenile Hall. A formal agreement (MOU) with the 42 San Diego County school districts to provide educational services for students who have been expelled was signed by all districts and approved. MOU agreements are in place for jointly shared services for our community schools including Southwest Keys, Civic San Diego, the Monarch Project (Homeless) and SPA New Alternatives (Foster Youth).

## **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:**

San Diego County Office of Education and JCCS follows all local, state and federal guidelines for an Local Educational Agency (LEA). We are a WASC Accredited and our programs follow the California State Standards, CDE mandated assessments, accountability measures and funding requirements. All of our programs are in compliance of all Federal Mandates for Title I school-wide programs including the yearly Title I Comparability Report. JCCS is closely monitored by the SDCOE School Board and Superintendent of Schools. Ongoing board reports on student academic progress, LCAP goals and action plans, Local Indicator results and other accountability measures. We continued to implement, review, and deepen application of Restorative Practices and presented at all staff in-services Trauma Sensitive Schools (TSS) and TIP practices. Joint training's on Restorative Practices for probation staff with JCCS staff were conducted this year to better serve the needs of our students.

## **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:**

Student transition plans are developed at enrollment, and updated depending on length of stay, in collaboration with the student, parent, probation, and others as appropriate. Exit meetings are held to support successful transition, and student transition technicians engage in 90 day follow up and reporting. Restorative Practices meetings and trainings are ongoing. Partnerships and meetings with the juvenile court judges, court officers school district representatives, and Health and Human Services take place throughout the year. Daily enrollment and exit reports are sent to partner districts to coordinate re-enrollment upon release.

## **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:**

The students entering JCCS programs are have been impacted by many of the following issues: low-income, under-served, impacted by trauma, poverty, at risk. teen pregnancy, adjudicated and probation referred, expelled, credit deficient, foster youth, homeless, English learners and learning disabilities. Issues with substance abuse and addiction are common, along with other unique needs that a traditional approach to education did not prove to be sufficient.

Our School and Family Engagement Team (SAFE team) which includes counselors, social work-interns, Parent Family Liaisons (PFLs) and Transition Technicians meet bi-weekly with leadership to review the implementation of the counseling program in alignment with the ASCA standards/domains.

SAFE team also monitors students Personalized Learning Plans (PLPs), Journey's college/career interests surveys, Renaissance Learn scores and course alignment.

A Head Counselor was chosen (prior to the start of 2018-2019) to provide leadership, guidance, and direction for the counseling program. The Head Counselor co-leads the SAFE team meetings and is also an active member on the DELT team.

We established a stronger partnership with Mobile Adolescent Services Team (MAST) to provide students with mental health support. This resource is available to parents and students upon transition into the JCCS school structure, this support continues to be provided to students upon transition back to their district of residence. We conduct an extensive Child Find for students with disabilities entering our incarcerated setting. A SPED staff at the facilities meet with each student entering and ask the student several questions (self identify) to determine if they have ever had an IEP. We also send a records request for students when they enter the facilities to determine if they are a SWD. Finally, the majority of school districts including JCCS use SEIS as a special education information system. This provides JCCS SPED access to special education records almost immediately.

We also facilitate counseling interns to help us address students in receiving counseling services aligned with all 6 ASCA standards/domains.

A robust professional development plan was implemented this year to assist teachers and staff with meeting the unique needs of JCCS students. We continued to implement, review, and deepen application of Restorative Practices and presented at all staff in-services, Trauma Sensitive Schools (TSS) and TIP practices. In partnership with LLS and the Division curriculum committee, we designed and began implementation of high quality integrated ELD instructional practices in alignment with the C I & A professional learning plan, the ELD road-map, our own integrated ELD toolkit, the CA ELA/ELD Framework, CA Common Core Standards, and our ELA/ELD curriculum map, Units of Study, and benchmark assessments. Professional learning included ELA and SPED teachers attending 5 full-day PLs to learn how to facilitate our new units of study using integrated ELD teaching practices. Paraprofessionals were also trained on how to support the integration of ELD in all courses/classrooms.

## **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:**

Ongoing multidisciplinary team meetings are held to coordinate services including, but not limited to the following: mental health referrals to Mobil Adolescent Services Team; communication with health and human services, coordination with probation on school placement and student/family needs; pregnant/parenting resources, medical supports, nutrition supports, and parenting classes; special education transition plans and supports. School counselors, student transition technicians, parent and family liaisons, and social work interns all refer students and families to needed resources and supports through community agencies. Participation in community collaborative meetings develops relationships and an awareness of current resources available. Bi-monthly Student and Family Engagement (SAFE) team meetings provides the opportunity for the sharing of resources and discussion of student and family needs in order optimize supports.

## **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:**

SDCOE JCCS partners with local industry and post-secondary institutions to provide youth with high quality career readiness and career technical education. Youth in our correctional facilities participate in career technical education (CTE) programming such as: work readiness (Urban Camp boys and girls); CTE graphic arts and production (Urban Camp boys); CTE culinary arts (Urban Camp boys); and CTE building and construction (East Mesa Juvenile Detention Facility). The CTE building and construction program partners with a local plumbing company that provides guest speakers, mentoring, and work site visits. The work readiness courses culminate in a resource fair, held at the end of the eight week course, where industry, schools and community based organizations are invited to meet with youth who are ready to be released. Through the Pathways to Justice Careers for Youth program, youth who have been released are offered the opportunity to connect with mentors, guest speakers, visit workplace locations, engage in career exhibitions and complete a paid internship. Partners include the San Diego Workforce Partnership, Sport Training Academic Recreation Police Athletic League (StarPal), Urban Leadership Development Institute (ULDI), Circles 4 Change, San Diego State University, and the San Diego Fire Department.

JCCS offers dual enrollment opportunities: San Diego City College HVAC courses (students can earn EPA certification); San Diego City College Business Information Worker; partnerships with Cuyamaca and Palomar colleges to maintain high school classrooms as well as dual enrollment.

San Diego State University: students enrolled in DOL funded Pathways to Justice Careers can take criminal justice course through college of extended studies and earn 1-3 units of university credit.

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**

Formal agreement between the LEA and Probation, Health and Human Services, and all 42 school districts in the county to facilitate communication and reporting on the enrollment and exit of students involved in the juvenile justice system. Ongoing meetings and engagement with all partners included in the agreement. Ongoing parent training's, educational opportunities, supports, and opportunities for input on needs are provided to parents. Training's include, but are not limited to: truancy training and supports, academic success and transitioning, communication with your child, human trafficking, financial aid and post secondary readiness, participation in annual Passport to Life: College and Career education expo, and college/certificate program tours.

## **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:**

SDCOE JCCS offers career readiness and career technical education programming to provide youth with career exploration, work based learning, industry recognized certification, supportive and emergency services. SDCOE JCCS is unique in that we have received grant funding through multiple agencies such as the US Department of Labor, the US Department of Justice, and the State of California. SDCOE JCCS leverages these funding sources with those received through the state of California to ensure that at-risk and justice involved youth have the support needed to engage in the workforce.

The Department of Labor (DOL)(Federal) funded Pathways to Justice Careers program. Offers mentoring, leadership development, work based learning through paid internships, job shadowing, college and program tours. New partnership with STARPAL Program providing guest speakers and mentoring with San Diego law enforcement. Leadership development through TRIBE/ULDI, offer life skills through intensive restorative council with Circles for Change. The CTE program conducted visits to US Attorney Generals Office and District Attorney's office. Student internships were provided along with placements at law offices and SDCOE.

JCCS has a long standing collaboration with San Diego Workforce Partnership (SDWP) our local Workforce Investment Board. Students across the County have been registered in SDWP programs called Connect 2 Careers, a summer job program. SDWP offered a retail federation course for students throughout county at 37ECB. SDWP is an active partner in the Pathways to Justice Careers (PJC) program, on the leadership council and participant in CTE Advisory Council.

**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:**

Reentry planning begins as soon as the student is remanded to the SD County Juvenile Detention Facility. Our students are interviewed by our School Counselor, Student Support Specialists and Transition Technician within 48 hours of confinement. At this meeting, it is of the utmost importance that student voice and choice are taken into consideration. Students review their academic, vocational, career and educational goals in order to prepare them for the day they are released from custody. As soon as the intake process is completed, the counselor, transition specialist, and Educational Specialist (Special Education case manager) begin communicating with the probation officers as to the educational needs, transition plan and aspirations of our students.

It is imperative that there is open communication between all stakeholders that are or will be supporting the student. Our Transition Technician is the key education member of the Multi-Disciplinary Team (MDT). This team consists of the student, family/guardian, education, institutional probation officers, home-based supervision probation officers, medical personnel, and community service providers. The team meets to create a plan that incorporates the following:

a. Educational goals

b. List the accommodations, modifications and/or supports the student may need if the student has an IEP or 504 plan

c. Share information with home supervision probation and the receiving school district in order to prevent any delay in the student returning to his or her school of choice

d. Provide for a means of ongoing communication between probation and the school while the student has been assigned formal or informal probation requirements

Additionally, the MDT process continues to monitor, modify and revise the transition plan as the student makes progress toward goals and objectives that lead to increased protective factors while decreasing risk factors that may lead the student to recidivate and thus return to the juvenile detention 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:**

The process for special education students leaving our detention facilities is:

We inform the District of Residence when a Student with a Disability (SWD) enters and exits the programs. In addition, when we are given advance notice of a SWD release date we convene a Transition meeting. The purpose of this meeting is to discuss placement options with the district of residence and/or JCCS. Also, JCCS SPED has a District Liaison with each school district in San Diego County. We provide the Liaison student information and they are invited to IEP meetings.

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:

We conduct an extensive Child Find for students with disabilities entering our incarcerated setting. A SPED staff at the facilities meet with each student entering and ask the student several questions (self identify) to determine if they have ever had an IEP. We also send a records request for students when they enter the facilities to determine if they are a SWD. Finally, the majority of school districts including JCCS use SEIS as a special education information system. This provides JCCS SPED access to special education records almost immediately.

## **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:**

Transition meetings are held for students exiting court school programs, including, but not limited to the following: student, parent, school counselors, transition technicians, special education representatives, district of residence representatives, social work interns, probation officers etc. Options for school placement are discussed and supports developed to ensure successful transition.

## **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:**

JCCS designed and implemented a new employee on-boarding process in partnership with SDCOE Human Resources department (HR). New employees now have the benefit of a blended overview process with a video-streaming curriculum and a direct coaching/on-boarding process with our Coordinator of Operations.

A coherent professional learning system was implemented and aligned by utilizing whole-group PL, site-based PLCs, instructional coaching, and administrator observations/feedback. JCCS implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways" - students interpreting (making sense of) texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and in oral presentations. A Division Curriculum Committee for Math was created to build teacher capacity, content knowledge and best-practices to lead instruction, develop Curriculum Map/Units of Study/Benchmark Assessments, and make an informed decision regarding new math materials and resources.

A Division Curriculum Committee was created and developed an Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments, as well as an Instructional Framework aligned to best-practices for inclusive teaching and learning (with English Learners, Students with IEPs, and General Education students in the same classroom). Principals were provided an opportunity for one-on-one coaching with an outside consultant, LEEP coaching (HR), Courageous Principals conference, coaching from JCCS C I & A admin and coaching from SDCOE Learning and Leadership Services (LLS).

### **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:**

Juvenile Court and Community Schools prioritize funding based on stakeholders' input at District Equity Leadership Team, LCAP, Staff, DAC and DELAC meetings. Additional input is received via staff, students, LCAP and other stakeholders' surveys.

Funds are not directly distributed to schools, rather an expenditure plan is developed with stakeholders' input. The preliminary works is done by the school's Leadership team collecting surveys' data; analyzing California School Dashboard report, consulting with SDCOE's Learning and Leadership Services Department and making recommendations for use of Title II-Part A funds to the LEA's Director and Stakeholders.

Under the new LCAP provisions and School Support and Assistance-CSI program, the organization is planning to use Title II-Part A funds mainly to enhance Professional Development opportunities for teachers, principals and other school leaders; i.e., regional instructional coaches and Administrator of Curriculum and Instruction, with high concentration for school sites currently on CSI program.

### **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:**

JCCS continues to implement a coherent system for recording and monitoring students to ensure increased student attendance by having meetings/trainings to ensure that parents, teachers, principals and classified staff have the latest data on their student's attendance:

Monthly Attendance Improvement Management (AIM) meetings where attendance clerks and other classified staff review and analyze attendance data.

School Site training consist of teachers, counselors and classified staff reviewing and discussing their sites chronic absenteeism and suspension rates.

Coffee with the principals meetings consist of parents and staff meeting to discuss the correlation between chronic absenteeism and educational success. During these meetings we review and discuss their student's attendance, and handout resources/tools to promote attendance.

Monthly Leadership meetings consist of leadership receiving updates and review data reports on suspension and chronic absenteeism. Leadership members also review data results from the dashboard and analyze their school site data.

Implementing an automated attendance and letter writing system to notify parents and improve student attendance rates.

Teachers shared that the new student assessment system Renaissance Learning (RenLearn for ELA and Math) is a much more efficient and user friendly, diagnostic system. Students can be assessed every 90 days in 20 to 30 minutes (The MAP assessment took much longer). Teachers and admin can now analyze student scores to guide instruction and develop necessary supports.

We are continuing to build our coherent PL system and continue to strengthen our efforts to prepare each student for success in college and career. Our Division Curriculum Committee has improved the alignment of our ELA/ELD curriculum with CAASPP and established a foundation for us to improve the alignment of all core curriculum with state standards. All teachers were trained in the use of CAASPP Interim Assessment Blocks (IABs). Student assessment results indicated growth areas to be targeted. We were able to establish a baseline for teachers and students to focus on before the actual SBAC testing. Instructional Coaches conducted in-services (PLCs) to review the data with teachers and to review IAB test results. Instructional Coaches also offered instructional strategies to help teachers target weak areas and provide supports for students.

All teachers were trained in integrating ELD across all content areas with emphasis on the ELD standards cluster "interacting in meaningful ways" (interpretation, collaboration, production). Instructional coaches and principals conducted classroom walk-throughs to provide support for teachers and appropriate feedback.

## **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:**

A partnership with SDCOE Learning and Leadership Services Division (LLS) along with our C I & A team to develop a English Learner toolkit in support of implementing Integrated/Designated ELD with fidelity. Monthly Title III compliance meetings were created in partnership with the LLS Assessment and Accountability Unit to keep our school sites informed and in compliance. LLS Senior Director introduced the state Dashboard to principals and staff and showed student outcomes in all sub-group areas. Additional meetings with JCCS Leadership to review Dashboard scores, student sub-group scores and areas of growth.

A coherent professional learning system was implemented and aligned by utilizing whole-group PL, site- based PLCs, instructional coaching, and administrator observations/feedback. JCCS implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways" - students interpreting (making sense of) texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and in oral presentations. A Division Curriculum Committee for Math was created to build teacher capacity, content knowledge and best-practices to lead instruction, develop Curriculum Map/Units of Study/Benchmark Assessments, and make an informed decision regarding new math materials and resources.

A Division Curriculum Committee was created and developed an Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments, as well as an Instructional Framework aligned to best-practices for inclusive teaching and learning (with English Learners, Students with IEPs, and General Education students in the same classroom). All content areas covered were aligned with Common Core State Standards and all teaching practices given are evidence based practices. Principals were provided an opportunity for one-on-one coaching with an outside consultant, LEEP coaching (HR), Courageous Principals conference, coaching from JCCS C I & A admin and coaching from SDCOE Learning and Leadership Services (LLS).

Joint training's on Restorative Practices were given to JCCS staff and probation staff. All staff in-services were given in August and January to clearly align division goals, mission, vision with coherent professional learning plans. Student scores and Dashboard results were also presented. All staff in-services included a presentation of the Multi-Tiered System of Supports (MTSS) framework and Trauma Informed Practices (TIP). All PL opportunities are designed to close the achievement gap and provide equitable access/enhanced learning opportunities for students.

### **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:**

JCCS does not receive funds for immigrant children. This section is not applicable.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

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

Appropriate assessment and placement of ELs is occurring, through the ELPAC, interim assessments along with Renaissance Learning. Ongoing monitoring and reclassifying of ELs is done by English Language Development Assistants, teachers, admin and parent consult. Four year monitoring is being done at the central office by Assessment System Technician and at the site level by ELD assistants. Parent Leadership Groups; District Advisory Committee (DAC) District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC) continue to monitor EL student proficiency results.

JCCS Implemented rigorous and differentiated learning models through Division Curriculum Committee and PLCs that included both seat-based and independent study programs to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased access to a broad course of study. Multiple trainings were developed with our partners from LLS to address barriers for students who are English learners and their language and academic needs.

Additionally, JCCS ensures a high-quality academic program for English learners by building a program that includes:

- \*Designated ELD to build language skills

- \*Integrated ELD to support acquisition of content knowledge

- \*Professional development in understanding and differentiating instruction based on the specific needs of newcomers, ELs, and students at risk of becoming LTELS

- \*Appropriately assessing incoming EL's to determine placement, and LTELS

- \*Teacher assessments of students in class to inform instructional decisions.

- \*Stakeholder voice in program design and decisions. The monitoring and progress of ELs/ RFEPs. (Through District Advisory Committee DAC, District English Language Advisory Committee DELAC, English Language Advisory Committee ELAC. District Equity Leadership Team DELT).

JCCS applied for the California Seal of Biliteracy and the application was approved at the April 2019 school board meeting. Qualifying students will be given the opportunity to earn the Seal through Spanish Advanced Placement (AP) tests and other criteria. The Seal will awarded to qualifying students starting this June 2019.

## **English Proficiency and Academic Achievement**

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

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

- (C) 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
- (D) meeting the challenging State academic standards.

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

JCCS monitors the progress of ELs through multiple measures and oversight committees. JCCS central office staff monitors school sites to ensure sites are held accountable for meeting English acquisition progress and achievement goals for English Learners. The stakeholder groups mentioned above, District Advisory Committee DAC, District English Language Advisory Committee DELAC, English Language Advisory Committee ELAC. District Equity Leadership Team DELT and the County Board of Education are regularly updated on the progress of EL students. Other stakeholder groups including San Diego County Probation, Health and Human Services Agency (HHSA), and other county stakeholder groups are invited to LCAP Community Forums to participate in the LCAP updates and LCAP goal setting.

JCCS uses multiple measures to assess EL student progress, through local assessments, Renaissance Learning (RenLearn) reading and math (Post tests are given every 90 days), benchmark assessments (Interim Assessment Blocks IABs) and teacher made assessments. Statewide assessments including ELPAC Initial and ELPAC summative assessments, CAASPP ELA and Math Smarter Balanced Assessment (SBAC) and California Science Test (CAST) given annually.

Stakeholder concerns are addressed at LCAP Community Forums, ELAC/School Site Council (SSC) meetings, DAC and DELAC meetings. Funding of Title III programs and communication of program effectiveness occurs through these same committee meetings. ELPAC, RenLearn results and CAASPP scores are communicated as results are tabulated. Assessment results are given at monthly leadership and stakeholder meetings and ongoing for staff through emailed reports and the Illuminate computer generated monitoring system. ELs, LTELS and students with exceptional needs are closely monitored to ensure program effectiveness and are consistent with the states long-term goals for English Learners.



## 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:**

Title IV funding was used to support the state Title IV goal of a well-rounded education and safe, healthy schools for JCCS students. Title IV priorities were created based on parent/stakeholder input at LCAP Community Forums (8 meetings held across the county in all regions) and staff, stakeholder and student surveys. Regional parent and stakeholder input was summarized and funds were allocated to address priorities. Goals not appropriate for title IV funds were supported by LCAP or other funding sources. Title IV funds were used to enhance the student experience and add extra-curricular activities (well-rounded education) and safe healthy students. Partnerships were utilized to maximize resources. Many of them support Visual and Performing Arts (VAPA). Partnerships and programs include the David's Harp Foundation. A program to help students build capacity and the skill of audio engineering. Students learn how to record Hip-Hop music with through a mobile recording studio. David's Harp tutors go into juvenile halls, camps and community schools to teach students employable skills that they can continue when they return to their communities. Davis Harp is enthusiastically supported by JCCS staff and students.

The California Center for the Arts Escondido (CCAIE), provides all north region schools with 20 weeks of art programming. The CCAIE partnership expanded our VAPA offering to more students due to discounted rates and still provided a higher level art experience.

Title IV was used to support our goal of a more positive school culture. LiveSchool, an award winning classroom management system was piloted at 37 ECB community school. Staff and the school principal have reported positive results. Students showing fewer negative behaviors and suspension then the prior year. Funds were also used for a Positive Behavior Intervention Program (PBIS), conference for staff. The PBIS system is an evidenced-based, comprehensive behavior management system that has been successful in alternative education programs across the country. PBIS will be piloted in JCCS during the 2019-2020 school year. A conference to build staff capacity and cultural sensitivity was paid for out of Title IV, Association of African American Educators (AAA). Both PBIS and AAA conferences align Title IV goals of supporting a well-rounded education and activities related to supporting safe and healthy students. Intended outcomes and program effectiveness are being evaluated by JCCS central office and site level admin along with DELT team data analysis.