

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

## LEA Name

San Benito County Office of Education

## CDS Code:

35103550000000

## Link to the LCAP:

*(optional)*

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## 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 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 San Benito County Office of Education (SBCOE) serves as the LEA for Pinnacles Court School, Pinnacles Community School and Santa Ana Opportunity School. In addition, SBCOE operates San Andreas Continuation High School through an MOU with the San Benito High School District. Pinnacles Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Santa Ana Opportunity School serves as an alternative education program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on behavior, academics, and truancy. Students are referred to San Andreas by San Benito High School for a variety of reasons, including truancy, academics, discipline concerns, and by parent request.

The student population in all four of these programs is generally low-income and demonstrates significant needs in the areas of academic skills development, social-emotional competency, progress towards graduation and mental health. Federal funds are used to supplement and enhance services to these students, and to provide support which the LEA would not otherwise be able to provide.

## 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.

The San Benito County Office of Education will align the use of federal funds with activities funded by state and local funds in order to provide additional support and opportunities for our students. The SBCOE will ensure that federal funds are used appropriately by adhering to federal regulatory guidance for each federal grant program. SBCOE only receives LCFF funds for student enrolled in the Court and Community Schools. Because the number of students enrolled in these schools is typically very small and the programs do not pay for themselves, the SBCOE relies on Title dollars to provide the additional support needed by these high-risk students.

## 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(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.

the SBCOE uses student participation in the NSLP/Free and Reduced Lunch Program as an indicator of poverty.

## 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:

Especially in Alternative Education settings, teacher effectiveness is crucial; teaching is the factor that matters most in student achievement. The SBCOE is committed to recruiting, hiring and retaining qualified and effective teachers to serve our students. As reported in the LCAP, 100% of the teachers in the alternative education programs operated by the SBCOE are appropriately credentialed. California credentialing requirements for alternative education programs allow teachers to teach out of field provided that the LEA has determined that they have the skills and knowledge necessary to teach in a given content area. Teachers who are teaching out of their field are provided with professional development to build their capacity. No disparities were discovered during the data analysis process. This means that:  
Low-income students are not taught at higher rates than other students by ineffective teachers.  
Minority students are not taught at higher rates than other students by ineffective teachers.  
Low-income students are not taught at higher rates than other students by inexperienced teachers.  
Minority students are not taught at higher rates than other students by inexperienced teachers.  
Low-income students are not taught at higher rates than other students by out-of-field teachers.  
Minority students are not taught at higher rates than other students by out-of-field teachers.

#### 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:



Two of the schools operated by the San Benito County Office of Education have been identified for comprehensive support and improvement (CSI). The SBCOE operates its alternative education programs on behalf of the local public school districts and students are referred to the programs by their districts of residence. Information regarding the CSI status of the two identified schools will be provided to parents with a description of the actions the LEA plans to implement to address areas of need.

The schools engage in regular outreach to build the capacity for parent and family engagement via newsletter, personal phone calls, surveys and auto-dialer calls. All communications are distributed in English and Spanish equally. All parents are invited and encouraged to participate in committees required by CA Education Code, such as the School Site Council, Migrant Parent Advisory Committee and the English Learner Advisory Committee. A written parent and family engagement policy is under development. The development of this plan and associated stakeholder engagement activities will be part of the schools' CSI plan.

Title I Part A funds are used to pay part of the salary and benefits of the bilingual (Spanish/English) school counselor who supports all 4 programs as well as part of the salary and benefits for the bilingual School Secretary who supports the Court and Community Schools. Both of these employees provide direct assistance to parents in understanding the LEA's graduation requirements, what steps are necessary for the student to return to the comprehensive high school setting (if desired) and how to use the parent portal in the student information system to monitor their students attendance and grades. The employees whose salaries and benefits are funded by this program are both bilingual and help to ensure that all communications are distributed in English and Spanish equally.

As part of the LEA's parents on-going efforts to build ties between parents and the schools, teachers and staff members participate in the organization and implementation of parent engagement actives including Back to School Night, Community Night, parent/teacher conferences and family support meetings (multi-disciplinary team meeting for student success). In addition, all parents are invited and encouraged to participate in committees required by CA Education Code, such as the School Site Council, Migrant Parent Advisory Committee and the English Learner Advisory Committee. In addition, parents are invited and encouraged to participate as valued stakeholders in the development of the LCAP and the School Plan for Student Achievement. Bilingual staff is always present at these meetings to provide in-person translation and clarification and to communicate input from Spanish speaking parents to English-only staff. Parents are also encouraged to provide their input at activities such as Back to School Night and Community Night.

### **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:**

In the 2019 - 2020 school year, Title I funds will pay for part of the salary and benefits for the Coordinator of Instructional Support and for the Coordinator of Special Projects. These two staff members will provide support for students in the local institution for neglected or delinquent children to facilitate communication and cooperation between the group home and the school district of residence.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The SBCOE uses Title 1 funds to pay part of the salary of the Coordinator of Special Projects, who serves as the McKinney-Vento liaison for the LEA. Funds are also used to provide transportation (public transportation passes/tokens) to homeless students who are having difficulty getting to school and/or other educational opportunities.

**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:**

Title I funds are used in part to fund the salary and benefits of the one full-time school counselor who supports the four alternative education programs operated by the SBCOE. The counselor, as part of a broader multi-disciplinary team, facilitates effective transitions for students from our middle grades program either back to their district of residence or into our high school program. Through the work study program, the counselor also assists in connecting students to local employers. As part of the standard duties as a high school counselor, the staff member also helps organize college and career presentations to students, including those in our Court and Community schools.

**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 funds not used for these activities.

## **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 Benito County Office of Education works collaboratively with the San Benito County Department of Probation to operate the educational program for students who are incarcerated in juvenile hall. Title I Part D funds are used to pay part of the salary and benefits for the School Secretary and the School Counselor who support the court school program. The salary and benefits of the teacher for the program is paid from other funding sources, as are other support services such as the Restorative Justice Coordinator and the YMCA who provides PE activities. The School Secretary and School Counselor work together when a student is enrolled at the juvenile hall to communicate with the student's district of residence, ensure that s/he is assigned appropriate coursework, is provided with any IEP or 504 supports and has a transition plan for when s/he is released.

### **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:**

The SBCOE has an MOU with the San Benito County Department of Probation to operate the school. The MOU delineates the roles and responsibility of each agency as well as describing how the program will be evaluated in accordance with Title 15 of the California Code of Regulations.

### **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:**

The San Benito County Office of Education operates the educational program in the local juvenile hall. The instructional program in this correctional facility is based in the Common Core State Standards and uses the same instructional materials and supplies that are provided to students in the other SBCOE-operated schools. Additional support such as a Restorative Justice Coordinator are not funded under Title I part A but also provide support in the juvenile hall program. The juvenile hall school is evaluated annually pursuant to Title 15, California Code of Regulations, Article 6, Section 1370, Subsection (a) which reads "The facility administrator shall request an annual review of each required element of the (education) program by the Superintendent of Schools." Program evaluation results are used annually to plan and improve programs for participating children and youth.

### **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:**

The School Secretary and School Counselor work as part of a collaborative, multi-agency team to coordinate student transition from juvenile hall back to the school district the youth attended prior to incarceration or to one of the sheltered alternative education programs operated by the SBCOE.

#### **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:**

Activities addressing these needs are not funded by Title I Part D but the SBCOE does address them with other funds.

#### **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:**

Activities addressing these needs are not funded by Title I Part D but the SBCOE does address them with other funds.

#### **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:**

Activities addressing these needs are not funded by Title I Part D but the SBCOE does address them with other funds.

### **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:**

The SBCOE has an MOU with the San Benito County Department of Probation to operate the school. The MOU delineates the roles and responsibility of each agency as well as describing how the program will be evaluated in accordance with Title 15 of the California Code of Regulations.

### **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:**

Activities addressing these needs are not funded by Title I Part D but the SBCOE does address them with other funds.

### **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:**

SBCOE will have formal agreement with probation for the on-site placement of a full time probation officer on our alternative education campus. However Title I Part D funding will not be used for this action.

### **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 School Secretary works with the Special Education department staff at SBCOE and at school sites to coordinate the timely transfer of IEPs and related service documents to ensure that there is no gap in service.

**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:**

The San Benito County Office operates the alternative educational programs, including an independent study program, to which the local school districts refer their students.

## **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:**

Title II Part A funds will be used to pay for induction for teachers who qualify for the program. Formal induction support is currently provided under an MOU with the Monterey County Office of Education. Teachers are evaluated by the site administration in a process that is separate from induction but the information from induction may inform evaluation. The primary purpose of evaluation is to assist an employee in meeting their professional growth and improvement goals to better serve students and ultimately improve student outcomes.

If there are no teachers who require induction support, funds may also be used to pay for mentoring and/or professional development for +teachers who are new to the alternative education programs.

Funds may also be used to support the site principal (who oversees 4 programs) to foster strong instructional leadership that will lead to improved student outcomes. The principal will be evaluated by the Assistant Superintendent for Educational Services at SBCOE. The primary purpose of evaluation is to assist an employee in meeting their professional growth and improvement goals to better serve students and ultimately improve student outcomes.

### **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:**

The San Benito County Office of Education has two schools identified for Comprehensive Support and Improvement (CSI): San Andreas Continuation High School and Santa Ana Opportunity School. These very small alternative education programs are co-located on one campus and share the majority of their support staff. San Andreas has 67% socio-economically disadvantaged students and 25% English Learners. Santa Ana has 89% socio-economically disadvantaged students and 42% English Learners. Funding for staff development activities, administrative mentoring and support, curriculum resources and contracts for support services are shared proportionate to the enrollment of each school.

### **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:**

Success will be measured by reduced rates of administrator and teacher turnover in these programs. For example, these two schools share one principal and there have been 4 principals in the last 5 years. 50% of the 2018 - 2019 teaching staff will not be returning for the 2019 - 2020 school year. It is our expectation that by better supporting and training teachers and administrators this rate of turnover will decline, resulting in a more stable learning environment for students.

Through local accountability processes already in place (LCAP development, CSI plan implementation, WASC accreditation process etc.) the SBCOE will conduct outreach to, and solicit input from relevant stakeholders during the design and development of plans for Title II, Part A funds ensuring that there is a diverse representation of educators from across the LEA, especially those who work in high-need schools. Input will be solicited in a variety of ways, including in-person meetings, and on-line surveys.

## **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:**

The San Benito County Office of Education does not received Title III, Part A funds.

### **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:**

The San Benito County Office of Education does not received Title III, Part A funds.

### **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:**

The San Benito County Office of Education does not received Title III, Part A funds.

### **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:**

The San Benito County Office of Education does not received Title III, Part A funds.

## **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 Part A funds will be used to pilot a new online courseware product that support a well-rounded education and the effective use of technology in schools by expanding our limited CTE offerings and provide a work exploration option for our students in alternative education settings. Success will be measured by the number of students completing CTE courses in order to meet the LEA graduation requirements.