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

School Year
2025-2026

Date of Board Approval
06/26/2025

LEA Name
Sonoma County Office of Education

CDS Code:
49104960000000

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

*(**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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Federal Funds Integration Strategy: Sonoma COE Programs

Title I, Part A – Improving Basic Programs
Schoolwide Programs: SCOE Community Schools, Court Schools, and Special Education
Strategy & Rationale: Title I funds support increased academic achievement and reduce gaps for students in alternative education and specialized settings. SCOE leverages these funds for:

0.2 FTE Work Based Learning Project Coordinator (Community and Court)
0.4 FTE Intervention and Support in core areas (Community and Court)
1.0 FTE ELD Teacher (Community and Court)
0.5 FTE X 2 for Director of Alternative Education (Community and Court)
1.0 FTE Reading Specialist (0.6 at Court and 0.4 at SCOE SPED)
1.0 FTE General Education Co-Teacher for Inclusion in Special Education Classroom (1.0 at SCOE SPED)

Professional Development for Read 180 (SCOE SPED 2 classes)
Subscription and Licenses for Read 180 (SCOE SPED 2 classes)
Technology devices to access Read 180 (SCOE SPED 2 classes)

These uses supplement LCAP goals aligned with Priority 4 (Student Achievement) and Priority 5 (Engagement), emphasizing improved academic outcomes and re-engagement of at-promise students.

Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Schoolwide Programs: Court Schools and Community Schools
Strategy & Rationale: SCOE utilizes Title I, Part D to:

1.0 FTE Attendance and Outreach Specialist (Community)
1.0 FTE Instructional Support (Court)
0.369 FTE Assistant Superintendent of Student Support Services and Accountability (Community, Court, and SCOE SPED)
Contract with Keeping Kids in Schools- wrap around services for families and students to reach attendance and engagement goals

These strategies align with LCAP Priority 9 (Instruction for Expelled Students) and Priority 10 (Foster Youth Coordination), enhancing services for justice-involved youth beyond what LCFF funds alone support.

Title II, Part A – Supporting Effective Instruction
Schoolwide Programs: SCOE-wide (including Student Programs and Special Education)
Strategy & Rationale: Title II funds are used for:

Certificated and Classified School Based Professional Development (Community and Court)
Supplemental Extra Duty (Community and Court)

This complements LCAP actions related to Priority 1 (Basic Conditions) and Priority 2 (State Standards Implementation) by ensuring teachers are prepared to meet the diverse needs of unduplicated pupils.

Title III, Part A – Language Instruction for English Learners
Schoolwide Programs: Sonoma County Consortium (SCOE as Lead), (Community and Court)
Strategy & Rationale: As consortium lead, SCOE coordinates:

Professional Development, dually identified students (SPED and EL)
Multilingual Learner Collaborative (Community and Court)
Supplemental English and Spanish books (Community and Court)
1:1 Teacher Coaching Cycles (Community and Court)

These uses directly align with LCAP goals that address English learner proficiency (Priority 2 & 4) and supplement LCFF-funded base services.

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.

All federal funds supplement—not supplant—state-funded initiatives described in the LCAP. SCOE's LCAP emphasizes differentiated support for the most vulnerable learners, including those in Court Schools, Community Schools, and Special Education settings. Federal funding is strategically layered to extend reach, accelerate progress, and address persistent opportunity gaps, ensuring coherence with equity-focused LCAP goals and Dashboard-identified needs.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 Sonoma County Office of Education addresses the ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting Systems (CARS).

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma County Office of Education (SCOE) is committed to ensuring equitable access to effective, experienced, and appropriately credentialed teachers for all students, particularly those who are low-income or belong to minority groups. As required under Section 1111(g)(1)(B) of the Every Student Succeeds Act (ESSA), SCOE has conducted a teacher assignment and credentialing equity review across its Alternative Education Programs, including Court and Community Schools.

1. Identification of Inexperienced, Out-of-Field, or Misassigned Teachers
SCOE employs 6.8 full-time equivalent (FTE) teachers in its Alternative Education Program, which serves a high percentage of low-income and minority students. As of the 2025–26 reporting period:

- 100% of these teachers hold clear credentials appropriate to the grade levels and subjects taught.
- Teachers are authorized under Education Code Section 44865, a Local Assignment Option which provides credentialed flexibility for alternative education environments. This allows educators to provide instruction in any subject area for which they are qualified based on their bachelor's degree and student teaching.
- According to the Teaching Assignment Monitoring Outcome (TAMO) report, there are 0% misassignments or out-of-field placements in SCOE-operated student programs. No teachers are categorized as "ineffective" per CDE criteria.

2. Evaluation of Educator Equity Gaps
Based on credentialing data and the student demographics served, SCOE does not currently demonstrate an equity gap in access to qualified teachers at its alternative education sites. The teacher workforce is both credentialed and experienced, with the majority having served in their roles for multiple years. However, SCOE recognizes that the small

staffing footprint and unique setting (Alternative Education) require ongoing vigilance to maintain equitable access, especially given potential teacher turnover in hard-to-staff environments.

3. Continuous Monitoring and Partner Engagement
Although no disparity currently exists, SCOE proactively implements the following strategies to prevent future equity gaps:

- Annual credential and assignment audits in collaboration with Human Resources
- Professional development to retain effective teachers, especially in trauma-informed instruction, restorative practices, and culturally responsive pedagogy
- Targeted recruitment and induction support for alternative education roles

-Educational partner input through the Court and Community School Advisory Council and staff surveys is used to monitor perceptions of teacher quality and effectiveness

If future data indicate an emerging gap, SCOE will conduct a root cause analysis with educational partners, utilizing the CDE's Equitable Access Tools (PEAT) and local Dashboard data, and develop a responsive action plan as required under ESSA.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.

Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The Sonoma County Office of Education (SCOE) Court and Community Schools implement a multi-tiered and inclusive approach to effective parent and family engagement, as required under Section 1116 of the Every Student Succeeds Act (ESSA). The strategy reflects the unique needs of the court-involved and high-risk youth served, and engages families, students, school staff, community agencies, and local bargaining units in authentic collaboration.

Core Strategy Components
Individual Learning Plans (ILPs) and Transition Meetings: Upon enrollment, each student participates in a transition intake meeting, which includes the student, parent/guardian, a school counselor, probation (if applicable), and a community liaison. An Individual Learning Plan (ILP) is developed collaboratively and revisited each semester. The ILP captures academic goals, social-emotional supports, and career readiness planning. Parents and guardians are co-authors of the ILP process and are encouraged to provide input on curriculum, student strengths, and out-of-school needs. These meetings are held in person or virtually and translated as needed.

Ongoing Two-Way Communication: SCOE maintains regular contact with parents through phone calls, emails, virtual meetings, and home visits, depending on family preference and need. Staff are trained in trauma-informed and culturally responsive communication, ensuring that engagement is non-punitive and empowering.

Certificated and Classified Staff Collaboration: Teachers and classified staff (e.g., clerks, instructional aides, outreach staff) collaborate on parent outreach strategies. Site teams hold weekly meetings to review student needs and coordinate family supports. Bargaining units representing both staff groups are involved in reviewing and improving family engagement protocols through structured input sessions.

Community and Probation Partnerships: SCOE works with Sonoma County Probation, local housing and mental health providers, and workforce development programs to host multi-agency case conferences. These conferences often include families and are designed to align academic, legal, and social services into a shared support plan.

Educational Partner Feedback & Input: Feedback from parents, students, staff, and community-based partners is collected during:

- Court and Community School Advisory Council meetings
- LCAP partner engagement sessions
- Annual School Climate surveys through YouthTruth

Input is used to revise school policies, Title I programs, and LCAP actions to reflect authentic needs and priorities.

Capacity-Building Activities for Families: Parent learning events are offered on topics such as: trauma-informed parenting, navigating IEPs and ILPs, career and college pathways, and mental health supports. Materials and meetings are available in multiple languages to ensure accessibility.

Evaluation and Continuous Improvement: Effectiveness is assessed through family participation rates, student academic growth, reduced chronic absenteeism, and qualitative feedback from stakeholders. Results are reviewed annually with the Court and Community School leadership team and shared with educational partners for reflection and improvement planning.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Section 1112(b)(3): Comprehensive and Targeted Support Responsibilities

Comprehensive Support and Improvement (CSI): SCOE Court and Community Schools are not currently identified as CSI schools. Therefore, no CSI planning is required at this time.

Targeted Support and Improvement (TSI): While SCOE does not operate schools currently identified for TSI, the agency maintains a proactive model of educational partner engagement consistent with the requirements of Section 1111(d). Through the LCAP development process, SCOE annually involves educational partners—including families, students, classified and certificated staff, probation representatives, and community-based organizations—in needs analysis, review of student data (e.g., chronic absenteeism, suspension, CAASPP), and action planning. Input is gathered through:

- Court and Community Schools Advisory Council
- Individual Learning Plan (ILP) reviews
- Bilingual parent-teacher conferences and surveys

This process allows SCOE to respond quickly and systemically if any school is identified for future intervention.

ESSA Section 1112(b)(7): Parent and Family Engagement Strategy (Section 1116) (Development and Distribution of Parent and Family Engagement Policy): SCOE's Parent and Family Engagement Policy was developed jointly with input from:

- Parents of Court and Community School students
- Classified and certificated staff
- Probation and mental health partners
- Community-based organizations

The policy was reviewed in English and Spanish during Fall 2024 and shared at the Court and Community School Advisory Council. Once finalized, it is distributed:

- At enrollment in printed form
- On the SCOE Student Programs webpage
- During ILP meetings

Capacity Building Under Section 1116(e) (Assistance in Understanding Standards and Assessments (1116(e)(1)): Parents are offered in-person and virtual workshops explaining California academic standards, CAASPP, and local diagnostic tools (e.g., NWEA MAP). Transition staff and teachers meet individually with parents to review progress on academic and ILP goals.

Materials and Training to Support Achievement (1116(e)(2)): Parents receive take-home materials and training on:

- Literacy-building at home
- Using Chromebooks and school portals
- Digital citizenship (including copyright guidance)
- Workshops are offered quarterly, in English and Spanish.
- Training School Staff with Parent Support (1116(e)(3))

SCOE conducts professional development for teachers and support staff on:

- Partnering with families
- Conducting trauma-informed family outreach
- Using parent feedback to improve services

Coordination with Other Federal/State Programs (1116(e)(4)): SCOE integrates parent engagement with:

- Title I and Title III services
- Transition services in partnership with Sonoma County Probation
- Local McKinney-Vento supports
- Foster Youth Services Coordinating Program (FYSCP)

Accessible Communication (1116(e)(5)): All materials for parents are translated into Spanish and other languages as needed. Meetings offer interpretation services and accessible formats for families with disabilities.

Other Requested Supports (1116(e)(14)): SCOE responds to parent-initiated requests, including:

- Mental health presentations
- Culturally responsive family events
- Transportation support to attend engagement activities

Participation by Diverse Families (1116(f)): SCOE ensures that families with limited English proficiency, disabilities, or migrant backgrounds are included in all activities through:

- Personalized outreach
- Collaboration with county agencies
- Remote participation options

Alignment with the LCAP Engagement Process: SCOE aligns parent and family engagement efforts under Section 1116 with its LCAP educational partner engagement plan by:

- Integrating LCAP goal development with parent feedback from ILPs, surveys, and Council meetings
- Including metrics in the LCAP tied to family engagement (e.g., participation rates, satisfaction surveys)
- Reviewing and adjusting Title I services annually through the same forums used to shape LCAP actions
- This ensures that federal compliance under Section 1116 and state requirements under LCFF are not siloed, but rather, part of a cohesive and equity-driven planning system that centers student and family voice.

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.

Students residing in local institutions for neglected or delinquent youth, as well as those served in community day schools, are supported through specialized programs that provide both academic and behavioral supports tailored to their unique circumstances. These students benefit from small class sizes, trauma-informed practices, a restorative approach to discipline, and a high level of staff-student relationship-building. Our educational philosophy in these settings centers on providing a structured, safe environment where students can re-engage in learning and take ownership of their academic journey. Staff work closely with each student to build trust, reinforce school expectations, and support their transition back into traditional school settings or post-secondary pathways.

In the years since our program began, we have consistently observed that many students come to see these school environments as transformative. Due to the smaller size of these programs, staff are able to know students individually and address both their academic and behavioral needs in a more personalized way. Students are encouraged and expected to accept responsibility, engage respectfully, and contribute positively to the school community. For students entering these programs—many of whom have faced significant challenges—this represents a new opportunity to experience success in school and life.

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:

Process for Identifying Students Most in Need of Services: In schools operating a Targeted Assistance Program under Title I, Part A, the identification of students most in need of academic support is a collaborative process led by teachers and school leaders in close consultation with parents, paraprofessionals, administrators, and specialized instructional support personnel (SISPs). The process ensures that targeted services are directed to students who are academically at-promise and not yet meeting state grade-level standards, particularly in English Language Arts (ELA) and mathematics.

Multi-Tiered Identification Process: Academic Data Analysis: Classroom teachers review multiple measures such as benchmark assessments, grades, formative classroom assessments, and diagnostic tools to identify students at promise.

Educational Partner Consultation: Student Support Teams—including general and special education teachers, paraprofessionals, site administrators, counselors, and school psychologists—convene regularly to review data and determine student eligibility.

Ongoing Review: Identification is not a one-time process. Student needs are revisited quarterly to ensure that Title I services remain aligned to current academic challenges.

Exclusion of Non-Eligible Students: Only those who meet criteria aligned with Section 1115—based on academic need—are served; Title I services do not replace core instruction.

Family Engagement and Decision-Making: In alignment with the Sonoma County Board of Education's belief that families are children's first and most influential teachers, the County Superintendent ensures that families are meaningfully involved throughout the process of identifying eligible students and shaping Title I supports. Parents are engaged through:

- Initial and Ongoing Consultation: Schools host meetings with families to explain the targeted assistance model and gather insights about students' learning needs at home.
- Collaborative Policy Development: Family voices are incorporated through site councils, advisory groups, and district-level Title I committees that co-develop strategies for home-school partnerships.
- Learning Support at Home: Once students are identified for services, families receive information and training on how to reinforce academic skills at home and how to access school-based supports.

Supporting a Positive School Climate: This inclusive identification and planning process not only helps prioritize students with the greatest academic need, but also reinforces the board's goal of sustaining a positive school environment that values the perspectives and advocacy of all educational partners.

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 Sonoma County Office of Education (SCOE) is committed to supporting the enrollment, attendance, and academic success of students experiencing homelessness through a coordinated system of identification, direct services, technical assistance, and cross-agency collaboration. These efforts are aligned with the federal McKinney-Vento Homeless Assistance Act and supported through reserved Title I funds as outlined in ESSA Section 1113(c)(3)(A).

Identification and Coordination: SCOE works with charter schools, local districts, shelters, county human services, and youth-serving community organizations to ensure the timely and accurate identification of homeless youth. Key strategies include:

- Training district liaisons, school office staff, and enrollment personnel on McKinney-Vento criteria and procedures
- Providing technical assistance to LEAs on data reporting and compliance
- Participating in the Sonoma County Homeless Youth Task Force to strengthen cross-system response

Homeless students are included in centralized data monitoring dashboards and receive immediate referral to support services upon identification.

Reserved Title I Funds: Targeted Support Services: In accordance with ESSA Section 1113(c)(3)(A), SCOE uses reserved Title I funds to provide services that are not ordinarily provided to other students and which are critical to ensuring the participation and success of homeless students:

- Enrollment Support
- Transportation coordination to ensure school stability
- Immediate enrollment assistance, including document waivers
- School supply kits and hygiene items to reduce barriers on day one
- Attendance and Engagement Supports
- Referral to academic tutoring and credit recovery, especially in ELA and Math
- After-school enrichment and summer programs to mitigate academic gaps
- Access to chromebooks, internet hotspots, and learning software
- Case Management and Wraparound Services
- Highly trained staff provide individual case coordination
- Cross-agency meetings with shelter staff, social workers, and counselors
- Mental health referrals and trauma-informed support plans
- Capacity Building Across SCOE and LEAs
- Annual professional development on trauma, mobility, and family engagement
- Training for probation, SELPA, transportation, and foster/homeless liaisons
- Integration with SCOE's broader Foster Youth and Equity Initiatives to address intersectionality

Alignment with Priority 10 (Coordination of Services for Foster Youth and Homeless Students): While homeless students are distinct from foster youth, SCOE's Goal 6 directly overlaps in design and function. Both groups face similar barriers, including mobility, trauma, and disconnection from school. SCOE's 6.1–6.4 actions (specialized staff, educational resources, expanded learning, and professional development) benefit both populations and are implemented with sensitivity to each student's unique status and needs.

Outcome Monitoring: SCOE tracks:

- Academic achievement in ELA and Math
- Chronic absenteeism and graduation rates
- Student, parent, and partner feedback

This data informs LCAP updates and McKinney-Vento compliance reports to ensure services remain effective, equitable, and responsive to community needs.

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.

Integration of Early Learning and Elementary Services: The LEA actively supports, coordinates, and integrates services provided under Title I, Part A with early childhood education programs across the district. Early learning and elementary classes are located on shared school sites throughout the county, which facilitates seamless transitions, social connection, and inclusive school communities. This proximity allows for meaningful collaboration between preschool and elementary educators and creates shared learning environments that ease students' entry into kindergarten.

Early Transition Planning and Supports: To ensure effective transitions from early childhood programs to TK–3 elementary settings, the LEA implements several coordinated strategies:

- Joint Planning: Preschool and elementary teachers collaborate on vertical articulation, ensuring continuity in instruction, routines, and expectations.
- Transition Activities: Families and students are engaged in kindergarten orientation events, classroom visits, and bridge activities designed to ease the shift into school life.
- Assessment and Alignment: Kindergarten readiness assessments and aligned early learning standards are used to inform instruction and individualized supports as students enter elementary school.

Inclusion, Mainstreaming, and Co-Teaching: In alignment with the LEA's commitment to inclusion and equity, early childhood and elementary classrooms prioritize opportunities for mainstreaming. These environments support the development of social-emotional and academic skills for all students through:

- Co-Teaching Models: Education Specialists and General Education teachers co-plan and co-teach in inclusive settings, ensuring that students with disabilities or developmental delays participate in high-quality instruction alongside their peers.
- Social Connections and Community Building: Shared play areas, school-wide events, and integrated learning experiences foster connections across age groups and build a strong foundation for community engagement and belonging.

Continued Title I Collaboration: Title I-funded staff, including paraprofessionals and interventionists, are included in planning and support activities to ensure that young learners identified as academically at-risk begin receiving targeted assistance as early as kindergarten. The goal is to create a cohesive learning trajectory that begins in early childhood and supports academic growth through all elementary grade levels.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Overview and Strategic Focus: The LEA is committed to ensuring that all students experience smooth, supported transitions across key educational milestones—from middle school to high school, and from high school to postsecondary education or employment. Our strategies center on coordinated planning, early exposure to college and

career pathways, and timely academic and social-emotional support tailored to each student's needs and goals.

Coordination with Higher Education, Employers, and Local Partners: To strengthen postsecondary readiness, the LEA actively partners with:

- Local Colleges and Universities: We coordinate with institutions of higher education to align high school coursework with college entrance expectations. Staff collaborate with college counselors to host FAFSA workshops, transcript reviews, and dual enrollment planning meetings.
- Regional Employers and Industry Partners: The LEA works with local workforce development boards and employers to provide job shadowing, internships, and career fairs that introduce students to high-skill, high-demand fields.
- Community-Based Organizations: These partners offer mentoring, college navigation, mental health supports, and family engagement services that are especially critical for first-generation college students and those from historically underserved populations.

Access to Dual Enrollment, Early College, and Career Counseling: Our district prioritizes early college and career awareness through:

- Dual/Concurrent Enrollment Programs: We offer opportunities for students to earn college credit while still in high school through partnerships with nearby community colleges. These courses are accessible to students across demographics and include general education as well as career-specific pathways.
- Career Technical Education (CTE) and Career Counseling: CTE pathways in fields such as health sciences, engineering, and public service are supported by certified career counselors who help students identify their strengths, explore interests, and develop academic and professional goals through Individual Learning Plans (ILPs).

Support for At-Promise Youth and Students Transitioning from Court Schools: As a County Office of Education (COE), we also fulfill our statutory role in supporting students exiting juvenile detention or other county-run facilities. In coordination with the Probation Department and local school districts, we:

- Facilitate Immediate Enrollment: Ensure that students are immediately connected to their next school placement upon release by coordinating with district liaisons, registrars, and support staff.
- Support Credit Transfer and Course Placement: Work with the receiving public school to transfer academic records in a timely manner and ensure placement in appropriate courses, particularly in core subject areas or programs leading to graduation.

Bridge to Postsecondary Services: For youth reentering the community from court schools, our counselors and transition specialists provide career exploration and referrals to postsecondary or workforce training opportunities. While the COE is not solely responsible for ensuring these transitions occur, it plays a critical facilitative role in helping remove barriers and coordinating among the necessary stakeholders to ensure that no student falls through the cracks during educational transitions.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA - SCOE doesn't allocate funds towards assisting schools in identifying and serving gifted and talented students or assistiung schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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:

Title I, Part D – Program Description
The Sonoma County Office of Education (SCOE) implements a Title I, Part D program that reflects both legal responsibility and a broader commitment to educational equity and youth rehabilitation. While California Education Code § 48645.3 requires county offices of education to provide instruction to incarcerated youth, SCOE recognizes that true service to these students goes far beyond compliance.

Comprehensive, Student-Centered Design: Developed through meaningful engagement with educators, juvenile justice partners, families, and students themselves, the program is rooted in a holistic approach to education. The design emphasizes:

- Rigorous, Standards-Aligned Instruction: Courses meet California content standards and graduation requirements, ensuring students can earn credits and work toward a high school diploma or GED, even while detained.
- Credit Recovery and Acceleration: Flexible pacing, individualized learning plans, and access to credit recovery tools allow students to address academic gaps and make progress toward graduation despite interrupted educational histories.
- Behavioral and Emotional Supports: Recognizing the trauma, instability, and disconnection many court-involved youth have experienced, the program incorporates embedded social-emotional learning (SEL), mental health supports, trauma-informed practices, and restorative justice approaches.
- Individualized Transitions and Reentry Planning: Title I, Part D funds support transitional planning that includes education and career counseling, transcript reviews, and coordination with receiving districts and post-release support systems.

Collaboration and Partnerships: The program is strengthened through collaboration with:

- Probation and Court Systems: To ensure safe, appropriate educational placement and support for reentry.
- Community-Based Organizations: To connect students with wraparound services, workforce development, and postsecondary opportunities.
- Families: Recognizing the critical role of caregivers, the program includes outreach and resources for families to stay engaged and advocate for their children′s education.

Commitment to Opportunity and Rehabilitation: SCOE′s Title I, Part D program operates on the belief that court-involved youth are more than their past mistakes—they are students, community members, and individuals capable of growth. The program strives to affirm student dignity and agency while equipping them with the academic skills, support systems, and self-confidence needed to thrive upon reentry.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma County Office of Education (SCOE) has established a formal Memorandum of Understanding (MOU) with the Sonoma County Probation Department. This agreement outlines a collaborative commitment to implement and support the educational program at the Sonoma County Juvenile Justice Center. The purpose of this partnership is to

ensure that all youth detained at the Juvenile Justice Center receive high-quality educational services that align with state academic standards and support equitable student outcomes.

Under this agreement:

- SCOE is responsible for delivering a comprehensive instructional program at the Juvenile Justice Center, including access to core academic subjects, credit-bearing coursework, and services for students with disabilities.
- The Probation Department coordinates with SCOE to ensure student attendance, access to educational spaces, and behavioral supports that promote academic engagement and safety.
- Both agencies meet regularly to review program effectiveness, identify areas for improvement, and respond to the changing needs of the student population.

While SCOE does not operate facilities managed by the Secretary of the Interior or Indian tribes, the same guiding principles—collaboration, equity, and student-centered planning—inform any partnership that may arise in support of children and youth involved with the juvenile justice system. This formal MOU reinforces SCOE's role in ensuring continuity of education and equitable access to services for justice-involved youth, while respecting the responsibilities of its partners and aligning with federal and state mandates.

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:

Comparable Education Program

The Sonoma County Office of Education (SCOE) ensures that all youth in juvenile court schools or correctional facilities participate in an educational program that is comparable in quality, rigor, and breadth to those offered at their local public schools. SCOE collaborates closely with facility administrators, probation partners, and public school districts to align curriculum, graduation pathways, and academic supports, ensuring continuity and fairness in educational opportunity.

Alignment with Local School Standards: To maintain educational comparability:

- Instruction is Aligned to State Standards and graduation requirements, including access to A-G coursework, credit-bearing electives, and supports for English learners and students with disabilities.
- Course Offerings and Pacing reflect those in traditional school settings, allowing students to remain on track for high school graduation or diploma equivalency.
- Highly Qualified Teachers and Paraprofessionals deliver instruction using district-adopted instructional materials, technology, and intervention programs whenever feasible.

Family and Student-Centered Transitions: SCOE recognizes that reentry to local schools is a pivotal period for students exiting juvenile facilities. As such, we:

- Engage Families early in the transition process by including them in decision-making meetings and connecting them to supportive services and resources through community-based organizations.
- Offer Transition Planning that includes transcript reviews, credit assessments, and individualized placement recommendations to ensure students enroll in appropriate academic programs upon release.
- Coordinate with Receiving Schools to facilitate the transfer of academic records, IEPs, behavioral support plans, and other relevant documentation, ensuring students receive needed supports without delay.

Addressing Individualized Needs: The transition team conducts assessments to identify and respond to:

- Learning Difficulties: including undiagnosed disabilities, interrupted education, or gaps in foundational literacy or numeracy.
- Behavioral Health and Substance Use Challenges: with referrals to counseling, mental health supports, or school-based wellness programs.
- Postsecondary and Career Planning Needs: including vocational training, GED preparation, dual enrollment, and career counseling.

Through cross-agency case management meetings and continuous communication with correctional staff and local schools, SCOE monitors the fidelity and comparability of instruction, supports seamless transitions, and ensures that the unique needs of each youth are met during and after their time in a facility.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma County Office of Education (SCOE) is committed to supporting the successful reintegration of children and youth returning from correctional facilities, including students from Deforest Hamilton Court School. The transition process is designed to ensure continuity of education, address individual barriers, and provide wraparound supports that help students reengage with school, graduate, and pursue postsecondary and career pathways.

Student-Centered Transition Planning: The transition program begins while students are still enrolled at Deforest Hamilton. Prior to release, SCOE staff work with probation officers, case managers, families, and district liaisons to:

- Conduct transcript reviews and develop individualized academic plans
- Facilitate IEP or 504 plan updates, if applicable
- Identify barriers to enrollment, such as housing instability or lack of records
- Coordinate meetings between receiving school staff and the student and family

Hiring of a Dedicated Wellness Coach – 2025–26: During the 2025–26 school year, SCOE will launch a new initiative to further strengthen this work by hiring a Wellness Coach dedicated to supporting all students transitioning from court school settings. This Wellness Coach will:

- Serve as a case manager and point of contact for students post-release
- Collaborate with families, probation staff, and school counselors to support reentry
- Facilitate access to mental health services, mentorship, tutoring, and community resources
- Monitor student progress and attendance during the first 90 days of transition

Comprehensive Services for At-Risk and Transitioning Youth : In addition to direct support for returning youth, SCOE provides other at-risk students—including those experiencing homelessness, foster youth, and those with behavioral or academic challenges—with access to:

- Credit recovery programs
- School-based counseling and mental health services
- Career exploration and dual enrollment opportunities
- Social-emotional learning supports and restorative practices

Outcomes and Goals: The overarching goal of these transition efforts is to:

- Ensure students successfully reintegrate into their new school setting
- Keep students on track to graduate or complete high school equivalency
- Connect students with the necessary academic and wellness supports
- Empower students to pursue further education, training, or meaningful employment

By investing in personalized support and building strong systems of care, SCOE ensures that each student’s return from a correctional facility is treated not as a setback, but as an opportunity for a new beginning.

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 expected to return from correctional facilities and participate in our programs often face a range of complex challenges that place them at risk for academic failure, disengagement from school, and long-term disconnection from positive educational or career outcomes. These youth may include:

- Students with learning difficulties or disabilities, including those with Individualized Education Programs (IEPs) or Section 504 Plans;
- Youth with a history of substance abuse, trauma, and behavioral health challenges;
- Students who are credit-deficient and at high risk of dropping out;
- Youth with interrupted or inconsistent educational histories due to frequent mobility or placement changes;
- Students experiencing housing instability, poverty, or involvement with multiple systems (e.g., child welfare, juvenile justice).

Recognizing the unique educational needs of this population, schools supported by the LEA offer targeted programs and services designed to re-engage students and support their academic, emotional, and social success. Upon return from correctional settings, students receive a comprehensive intake assessment to determine their current credit status, learning needs, and supports necessary for successful transition. To address these needs, the LEA coordinates with existing programs and community-based supports, including:

- Wellness Coaches who provide trauma-informed counseling, emotional regulation strategies, and connection to behavioral health services;
- KKIS (Keep Kids In School) program staff who support daily attendance, credit recovery, and social-emotional development;
- New Hope and other educational partners who deliver mentoring, case management, and academic enrichment tailored to court-involved or at-risk youth;
- Special education staff and education specialists who co-develop and monitor individualized instructional plans in collaboration with general education teachers.

These efforts are unified by a commitment to inclusive, student-centered learning environments that support reentry, recovery, and readiness for postsecondary opportunities. By leveraging multi-tiered systems of support and strong partnerships with juvenile justice agencies and community organizations, the program ensures each student receives the instruction and services necessary to thrive in school and beyond.

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:

The Sonoma County Office of Education (SCOE) and participating schools understand that academic success for at-risk youth—particularly those returning from correctional facilities—requires addressing a broad range of social, emotional, health, and life circumstances. Our schools implement a coordinated support model that integrates education with access to social services, healthcare, and community-based programs to ensure students and their families receive holistic support.

Comprehensive Wraparound Supports: Schools actively coordinate with:

- County Behavioral Health Services to ensure students returning from court schools or identified as at-risk receive timely mental health care, substance abuse counseling, and case management.
- Public Health Departments and school-based health centers to connect pregnant or parenting students with prenatal care, nutrition services, and child development education.

Local non-profits and community organizations to provide:
- Parenting and child development classes
- Access to child care
- Transitional housing or emergency shelter assistance
- Targeted reentry and mentorship programs
- Legal aid, probation support, and wraparound case management

School-Level Reengagement Supports: Schools offer a range of services specifically designed to reengage students who are at high risk of dropping out or disengaging, including:
- Flexible scheduling and credit recovery options to accommodate students with work obligations, parenting responsibilities, or disrupted academic histories.
- Small class sizes and individualized instruction to rebuild academic confidence and fill skill gaps.
- Career counseling and alternative education programs to help students envision postsecondary success, whether in college, vocational training, or the workforce.
- Outreach and attendance teams to identify barriers to engagement and provide direct support through check-ins, home visits, or mobile counseling services.
- Ongoing Interagency Coordination

Through partnerships with social workers, probation officers, school counselors, and transition specialists, schools hold regular case management meetings to ensure coordinated services and consistent follow-up. This team approach ensures that no student falls through the cracks—especially those navigating reentry or facing significant personal barriers. The goal of this coordination is not just compliance or service delivery—it's transformation. SCOE believes that by meeting the needs of the whole child, particularly those most vulnerable to disengagement, we empower youth to overcome challenges, reconnect with learning, and build a positive future.

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:

Postsecondary and Workforce Partnerships for Reentering Youth
The Sonoma County Office of Education (SCOE) is committed to helping youth returning from correctional facilities build strong pathways to postsecondary education and the workforce. Through collaborative partnerships with institutions of higher education, local businesses, and community-based organizations, SCOE provides students with meaningful opportunities to earn credentials, gain real-world skills, and access supportive mentorship as they prepare for life beyond high school.

Career and Technical Education (CTE) Pathways
- SCOE partners with local employers, workforce development boards, and regional occupational programs to provide career and technical education (CTE) designed to equip students with industry-relevant skills. For youth reentering from court schools, CTE offerings are:
- Hands-on and vocational in nature, including pathways in construction, culinary arts, health services, automotive technology, and information technology.
- Embedded with employability skills training, such as resume writing, interview preparation, time management, and workplace expectations.
- Aligned with job market demand, providing students with stackable certifications and connections to apprenticeships or entry-level positions.
- Postsecondary Credit-Bearing Opportunities

Through partnerships with local community colleges, including Santa Rosa Junior College, students have access to:

- Dual enrollment and concurrent credit programs that allow them to earn college credit while completing high school requirements.
- Bridge-to-college workshops focused on application support, FAFSA completion, and placement into remedial or transfer-level courses as needed.
- Specialized counseling to support students navigating the transition from court school or continuation school to postsecondary education.
- Mentorship and Supportive Services

Recognizing that reentering youth benefit from trusted guidance, SCOE works with community organizations to provide:

- Mentoring and peer support programs, including those led by formerly incarcerated individuals and youth advocates.
- Work-based learning opportunities, such as internships and job shadowing with local businesses, which reinforce career interests and foster professional networks.
- Workforce readiness programs delivered through one-stop career centers that help youth access job training, employment referrals, and career counseling.
- A Focus on Equity and Empowerment

These partnerships are designed to reframe reentry not as a setback, but as a launch point for opportunity. By embedding high expectations, strong support systems, and clear pathways to employment or further education, SCOE affirms that all students—including those impacted by the juvenile justice system—deserve the chance to achieve meaningful, self-sustaining futures.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Family Engagement to Support Academic Achievement and Prevention
The Sonoma County Office of Education (SCOE) recognizes that parents and family members are essential partners in supporting student achievement, especially for youth who are at risk of dropping out or becoming involved in delinquent activity. In alignment with the Sonoma County Board of Education's commitment to meaningful family engagement, our programs emphasize sustained, two-way collaboration with families at every stage of a student's educational journey.

Collaborative Engagement Strategies
SCOE actively involves parents and guardians in:

- Educational Planning: Families participate in goal-setting and academic planning meetings, especially during transitions into or out of juvenile court schools or alternative education settings. This includes reviewing credit recovery options, graduation pathways, and career exploration resources.
- Individualized Support Teams: Parents are included in multidisciplinary support team meetings (e.g., IEPs, SSTs, 504s) where academic, behavioral, and emotional needs are discussed, and personalized supports are coordinated.
- Workshops and Resources: The LEA offers parent workshops on topics such as effective communication with teens, positive discipline strategies, recognizing warning signs of gang involvement, and supporting learning at home.

Dropout and Delinquency Prevention Through Family Empowerment
Programs are designed to strengthen protective factors at home by:

- Connecting families to services such as counseling, mental health support, substance abuse treatment, housing assistance, and parenting classes.
- Providing information about attendance and engagement, including chronic absenteeism risk and how to advocate for supports to help students remain connected to school.

- Offering flexible communication and scheduling, including phone meetings, home visits, and translated materials to eliminate barriers to participation.

Strengthening Parent Roles in Positive Youth Development
SCOE's goal is not just to inform parents, but to empower them as advocates and co-leaders in their children's education. Through community partnerships and restorative approaches, families are:

- Included in mentoring and youth advocacy programs, where they can work alongside staff and community mentors to keep students on track.
- Connected to culturally responsive community-based organizations that understand and reflect their lived experiences and support family-school partnerships.

A Commitment to Equity and Belonging
At the heart of this work is a belief that all families, regardless of background or circumstance, bring strengths and aspirations for their children. SCOE strives to honor and amplify those voices to reduce barriers, increase engagement, and ensure that students thrive academically, socially, and emotionally.

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:

The LEA ensures that the program under this subpart is coordinated closely with a range of federal, state, and local initiatives designed to serve at-risk children and youth, including programs under Title I of the Workforce Innovation and Opportunity Act (WIOA), Career and Technical Education (CTE), and initiatives authorized by the Juvenile Justice and Delinquency Prevention Act of 1974.

Through collaborative planning, agencies and service providers come together to conduct joint needs assessments and evaluate the strengths, gaps, and opportunities across programs. This comprehensive approach ensures that no student's needs are overlooked and that resources can be strategically aligned to maximize impact.
Key areas of coordination include:

- WIOA and Workforce Readiness Programs: The LEA partners with local workforce development boards and WIOA-funded agencies to provide career readiness services, such as job shadowing, resume workshops, employment placement, and paid internships. For youth reentering the community from correctional settings, these connections are vital for developing employable skills and transitioning to economic independence.
- Career and Technical Education (CTE): Students identified through the Title I-D program have access to CTE pathways offered through the LEA and countywide programs. These pathways are aligned to high-wage, high-demand sectors and include built-in supports for students with IEPs or other educational challenges. Students also receive career counseling to identify their interests and postsecondary goals.
- Juvenile Justice and Delinquency Prevention Coordination: The LEA works in partnership with local juvenile justice stakeholders, including probation officers, courts, and behavioral health service providers, to support students involved in or reentering from the juvenile justice system. This includes the development of reentry education plans, data-sharing protocols, and wraparound services that connect education with housing, counseling, and workforce supports.
- Other Community-Based Programs: Community-based organizations complement school and district efforts by offering mentoring, life-skills training, restorative justice practices, and family engagement opportunities. Together, these supports create a safety net that promotes educational continuity, emotional stability, and long-term success.

By aligning Title I-D programming with these complementary efforts, the LEA ensures that at-risk youth benefit from a cohesive, integrated system of support that fosters academic achievement, employment readiness, and positive

community reintegration.

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:

Schools within the LEA recognize the critical role that probation officers play in supporting the successful reentry and reintegration of youth returning from correctional facilities. To meet the academic, behavioral, and social-emotional needs of these students, schools engage in intentional collaboration with probation officers and related juvenile justice professionals.

Upon notification of a student's impending release from a correctional facility, school staff coordinate with probation officers to develop a personalized reentry plan that includes the following key components:

- Individualized Education Programs (IEPs) and Special Education Continuity: For students with existing IEPs, the school ensures that the correctional facility is informed of the student's educational plan and that services are provided during detention. Upon reentry, the IEP team reconvenes to review and revise the plan as needed, ensuring a smooth transition back into the least restrictive educational environment.
- Credit Review and Academic Placement: School counselors and probation officers work together to facilitate the transfer of transcripts and academic records, identify completed coursework, and ensure proper placement into credit-appropriate and graduation-track classes.
- Support Services and Referrals: Schools identify needed wraparound supports—such as counseling, behavioral interventions, mentoring, or mental health services—and coordinate with probation officers to ensure these resources are included in the reentry plan.

Probation officers may also help monitor student progress, promote consistent school attendance, and act as liaisons with families.

- Ongoing Communication and Monitoring: Schools maintain regular communication with assigned probation officers to share progress updates, discuss attendance or behavior concerns, and reinforce shared goals for student success. Probation officers are invited to participate in multi-disciplinary team meetings, student success teams (SSTs), or IEP meetings when appropriate.

This coordinated approach ensures that youth returning from correctional settings are supported not only through individualized education plans but also through a broader system of care that promotes academic success, personal development, and positive community reintegration.

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:

Participating schools in the LEA are committed to upholding the educational rights of all students, including those involved in the juvenile justice system. A critical component of this commitment is ensuring that correctional facilities serving children and youth are fully informed of any existing Individualized Education Programs (IEPs) prior to or immediately upon a student's entry into a facility.

To support this, schools have established mechanisms for timely and secure data-sharing that include:

- Immediate Notification Protocols: When a student with an IEP becomes involved with the juvenile justice system or is detained in a correctional facility, designated school personnel notify the facility of the student's

special education status. Copies of the IEP, relevant assessments, and service records are shared with appropriate confidentiality protections in place.

- Student Information Systems and Data Sharing Agreements: Schools utilize secure data systems to track and share academic, behavioral, and special education data. Agreements between the LEA and local correctional facilities govern the exchange of student records, ensuring that facilities can deliver services aligned with the student's most recent educational plan.
- Collaborative Planning and Progress Monitoring: Special education staff at the school site collaborate with facility educators and probation staff to ensure that IEP services—including accommodations, modifications, and related services—are implemented during the youth's time in custody. Where appropriate, school personnel remain in communication with the facility to monitor academic progress, behavioral trends, and changes in need.
- Transition Support: As students prepare to return to the school setting from a correctional facility, the school and facility staff work together to update the IEP as needed and ensure that supports are in place to facilitate a successful reintegration.

These efforts help protect the educational continuity and legal rights of students with disabilities, while also enabling both schools and correctional facilities to provide more informed, targeted, and effective instruction and support.

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:

Participating schools recognize that not all children and youth returning from correctional facilities—or otherwise identified as at risk—are best served in traditional public school settings. To ensure that these students still have access to meaningful, individualized educational opportunities, schools take a proactive, collaborative approach to identifying and facilitating alternative placements.

Key steps include:

- Comprehensive Needs Assessment: School staff work closely with students, families, probation officers, and community-based partners to assess the academic, behavioral, emotional, and logistical factors that may affect a student's ability to succeed in a traditional environment. These assessments help pinpoint the most appropriate educational setting and support services for each individual.
- Collaborative Planning with Community Programs: Schools partner with alternative education providers, charter schools, continuation high schools, independent study programs, and community-based organizations to explore a full spectrum of placement options. Through joint planning and resource sharing, schools and partners identify existing programs that align with the student's educational goals, interests, and support needs.
- Referral and Transition Services: Once an appropriate alternative placement is identified, school staff coordinate enrollment, credit transfer, and scheduling. Case managers or transition specialists help ensure the student and family understand the new program's structure and expectations. Support is also provided to help the student acclimate to their new setting.
- Ongoing Monitoring and Wraparound Support: Even after placement, the home district and school maintain an active role in monitoring student progress, providing specialized services (such as IEP implementation or counseling), and making adjustments if the placement no longer meets the student's needs.

By investing in collaborative planning, conducting joint needs assessments, and maintaining flexible placement pathways, participating schools ensure that all students—regardless of circumstance—have access to an educational environment where they can thrive.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

To improve student outcomes—particularly for students served in Court and Community Schools—the LEA provides a comprehensive, equity-driven system of professional growth and improvement for teachers, principals, and other school leaders. These systems are designed to ensure that all instructional and support staff are equipped with the knowledge, skills, and resources necessary to implement a differentiated, trauma-informed, and integrated learning environment grounded in academic rigor and holistic support.

Description of Systems of Professional Growth and Improvement: The LEA supports professional learning through a layered approach that includes:

- Structured induction and mentoring programs;
- Standards-aligned professional development (PD) focused on student-centered pedagogy, restorative practices, and social-emotional learning;
- Ongoing coaching and feedback cycles;
- Data-driven collaborative inquiry; and
- Opportunities for teacher leadership and professional advancement.

These supports are integrated into each stage of a staff member's career—new, experienced, and aspiring leaders—and are tailored to the unique context of alternative education settings.

Roles Addressed Separately:

- Principals and School Leaders: New and veteran school leaders participate in targeted leadership development, including training in trauma-informed systems, culturally responsive leadership, and equity-focused instructional coaching. New administrators receive mentorship from experienced leaders through formalized induction programs and participate in regional networks that support collaborative problem-solving and strategic planning. Ongoing support includes regular evaluation cycles that emphasize growth, leadership impact, and alignment with the LEA's student achievement goals.
- Teachers: Beginning teachers are supported through a state-approved Induction Program, which includes mentorship, classroom-based coaching, and formative feedback aligned to the California Standards for the Teaching Profession (CSTPs). All teachers, regardless of tenure, engage in annual PD aligned to the instructional needs of Court and Community School students, including literacy intervention, universal design for learning (UDL), and behavior support strategies. Site-based instructional coaches facilitate peer collaboration and reflective practice.
- Other School Leaders (e.g., Counselors, Coaches, Coordinators): Support personnel participate in cross-disciplinary professional learning communities (PLCs), receive job-specific coaching (e.g., mental health, equity and access, behavior intervention), and are included in ongoing training related to student reengagement, credit recovery, and wraparound supports.

Promoting Growth and Measuring Improvement: Systems of professional growth are evaluated using multiple measures:

- Staff surveys on professional learning quality and relevance
- Educator self-assessments tied to professional growth plans

- Student performance data (e.g., credit completion, engagement, academic progress)
- Classroom observations using research-based rubrics;
- Retention and advancement data of high-impact staff.

These data inform individualized development plans and site- and district-level improvement strategies.

Career-Spanning and Advancement Support: From induction through leadership development, the LEA supports staff in progressing along defined career pathways. Teachers are offered leadership opportunities through roles such as instructional coaches, mentor teachers, and professional learning facilitators. Aspiring principals are identified early and supported through leadership academies and mentoring by site administrators. This intentional focus on career-long development ensures that every educator is empowered to lead within and beyond the classroom.

Evaluation and Continuous Improvement of the Systems: The LEA evaluates its professional growth systems annually through:

- Feedback from participants and program facilitators;
- Analysis of educator effectiveness and student outcome trends;
- Collaborative review with human resources, instructional leadership, and site teams.

Findings are used to refine content, delivery methods, and support structures—ensuring that the system evolves with the needs of educators and students in Court and Community Schools.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA is committed to the strategic use of Title II, Part A funds to improve educator quality and increase student achievement, particularly in schools serving the highest-need student populations. To ensure equity and alignment with school improvement efforts, the LEA follows this process:

Data-Informed Needs Assessment: The LEA conducts an annual needs assessment that integrates:

- Student performance and growth data;
- Educator effectiveness and support needs;
- School identification under CSI or TSI status;
- Socioeconomic data reflecting the percentage of students eligible under Section 1124(c) (i.e., children from low-income families).

Funding Prioritization Criteria: Funds may be directed to:

- Recruit, retain, and support high-quality educators in high-need settings;
- Provide targeted professional development aligned to the school's improvement plan;
- Support instructional coaching and leadership development;
- Expand teacher leadership roles to drive school-wide instructional improvement.

Consultation and Equity Planning: Decisions about Title II, Part A allocations are made in consultation with site leadership teams, staff, and educational partners. As described earlier, engagement forums—including family meetings, partner roundtables, and staff collaboratives—are used to collect feedback on Title II-supported activities. Input is reviewed to refine the use of funds and ensure alignment with the most urgent priorities identified by schools and their

communities.

Transparent Allocation Process: Title II, Part A funds are allocated using a weighted formula that considers:

- School improvement status (CSI/TSI)
- Percentage of low-income students under Section 1124(c);
- Documented professional development needs;
- Prior year progress toward professional growth benchmarks.

Monitoring and Adjustment: The LEA regularly evaluates the effectiveness of funded activities using data such as educator & family feedback and student achievement trends. Adjustments to funding levels and activities are made mid-year and annually to respond to changing needs and ensure continuous improvement. By using this intentional, equity-centered process, the LEA ensures that Title II, Part A funds are directed where they are needed most—toward building the capacity of educators serving the students most in need of support.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The LEA is committed to the continuous improvement of Title II, Part A-supported activities by strategically aligning them with other district initiatives, using both qualitative and quantitative data to assess impact, and meaningfully engaging a wide range of educational partners. This approach ensures that professional development and educator support strategies are responsive, inclusive, and outcomes-driven.

Coordination with Other Related Strategies, Programs, and Activities: Title II, Part A activities are fully integrated with other district-wide efforts to improve teaching and learning, including those supported under Title I, Title IV, and Local Control and Accountability Plans (LCAP). For example, professional learning funded by Title II is aligned with instructional improvement goals identified in the LCAP and supports evidence-based strategies such as differentiated instruction, trauma-informed practices, and social-emotional learning. Coordination across programs ensures efficient resource use and reinforces shared goals related to equity, access, and academic achievement.

Use of Data to Update and Improve Activities: The LEA uses a wide range of data to evaluate and refine Title II, Part A activities. This includes:

- Professional development participation and satisfaction data;

- Classroom observation and coaching feedback;
- Student academic outcomes and engagement data;
- Educator retention and credential status;
- Results from stakeholder surveys and engagement meetings.

This data is disaggregated and analyzed regularly to identify areas of strength, surface challenges, and guide mid-year and annual adjustments to professional learning priorities.

Ongoing Consultation to Support Continuous Improvement: Section 2102(b)(3) emphasizes the importance of continuous consultation. In 2024–25, the LEA held four parent engagement meetings, one community partner meeting, and bi-monthly Alternative Education staff meetings. In each engagement setting, we shared collected data—both qualitative and quantitative—with students, families, staff, and community partners. To guide meaningful dialogue, we consistently posed two key questions:

- From your perspective, what are we doing well?
- From your perspective, what are the most critical next steps for us to consider?

These responses directly inform the refinement of Title II activities and professional development planning.

Data Sources and Frequency of Review: The LEA monitors the following data sources:

- Staff self-assessments and post-training evaluations (collected after every PD session)
- Observation and coaching reports (at least quarterly)
- Student assessment and engagement data (analyzed after each grading period)
- Educational partner survey data and qualitative feedback from meetings (reviewed biannually)
- Educator recruitment and retention trends (reviewed annually)

Findings from these data reviews are used to shape the scope, content, and delivery methods of Title II-funded activities.

Meaningful Consultation with Educational Partners: The LEA regularly engages the following educational partners:

- Teachers: Through site-based staff meetings, surveys, and focus groups that inform PD design and delivery.
- Principals and Other School Leaders: Through leadership team meetings and quarterly principal planning sessions focused on instructional improvement.
- Paraprofessionals: Through professional learning days and feedback forums, often in partnership with staff representatives or unions.
- Specialized Instructional Support Personnel: Through interdisciplinary collaboration meetings and professional learning communities (PLCs).
- Charter School Leaders (if applicable): Engaged through district-charter collaboration councils and leadership meetings.
- Parents: Engaged during quarterly family engagement meetings where they review and provide feedback on PD priorities.
- Community Partners: Through an annual partner roundtable and ongoing shared planning conversations.
- Organizations/Partners with Relevant Expertise: Collaborated with to deliver targeted PD on trauma-informed care, culturally responsive teaching, and restorative practices.

Frequency of Consultation: Consultation with partners occurs at regular, structured intervals throughout the year:

- Parents and families: Quarterly
- Community partners: Annually or as needed based on programming cycles
- Teachers, principals, school leaders, and paraprofessionals: Monthly to bi-monthly
- Specialized instructional support staff: Monthly through PLCs and team meetings
- Charter school leaders and expert partners: At least twice annually, with ongoing collaboration as needed

This cycle of data collection, analysis, consultation, and adjustment ensures that Title II, Part A investments are effective, responsive to local needs, and continually refined to improve outcomes for students and educators alike.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma County Office of Education Alternative Education programs are members of the Title III Consortium. As members the following opportunities are provided for professional development:

1. Foundations of effective instruction for English Learners (EL). The PL will address distinct needs of ELs, while ensuring they are progressing towards achieving English proficiency as well as meeting the challenging State academic standards. They will engage in activities designed to heighten their understanding of the language, concepts, and research supporting the ELD standards and, most importantly, how they are applied in instruction for English learners. Sessions will address meeting the unique needs of ELs by cultivating positive student identity and agency through language acquisition and academic achievement. Participants will plan how to bring their learning back to their site and classroom to ensure that it will have a positive and lasting impact on instructional practices for ELs. This content will also be built into Consultation sessions and instructional coaching as well.

2. Meeting the needs of English learners with disabilities, or “Dually Identified Students.” Teachers and administrators will engage in a multitude of learning experiences designed to deepen their understanding of the distinct needs of these students while ensuring they are progressing towards achieving English proficiency as well as meeting the challenging State academic standards. Participants will explore the CA Practitioner's Guide for Educating English Learners with Disabilities alongside key tools and resources from The State System of Support Dually Identified Students lead, Project MuSE. This content will also be built into Consultation sessions and instructional coaching as well.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma County Office of Education Alternative Education programs do not receive Title III enhanced funding for immigrant children and youth.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The programs and activities that are implemented to help English learners increase their English language proficiency and meet the challenging State academic standards include:

1. Attend Consultant Sessions throughout the year. At these sessions, each Consortium member superintendent or superintendent/principal will work with the Consortium lead (SCOE) over the course of the 2025-2026 year. Together, they will discuss, strategize, reflect, and continuously improve upon how the member LEA's language instruction programs are effective and increase the English language proficiency of ELs while ensuring that they meet the challenging State academic standards. Superintendents or superintendent/principals will engage with data, examine local needs, and utilize protocols and tools to further strengthen their programs for English learners.

2. Attend the Multilingual Learner Collaborative throughout the year. These dynamic sessions focus on topics and discussions around the most current research, practices, state updates, and local initiatives pertaining to English learners. Participants will receive updates from the California Department of Education, which have been disseminated through the Bilingual Coordinators Network (BCN) meeting. This content will also be built into Consultation sessions and instructional coaching as well.

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:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

There are two primary strategies supported by the Title III Consortium to ensure that elementary and secondary school EL students are achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G) and meeting the challenging State academic standards.

1. Order supplemental English, Spanish, Bilingual supplemental books for English learners. Books will be intentionally chosen based on the specific needs of English learners in the setting (language proficiency, grade, reading level, text type, etc.). Books will be used in a supplemental fashion to build language proficiency and meet the challenging State academic standards. Use of these books will also be built into Consultation sessions and instructional coaching as well.

2. Take part in classroom coaching cycles in which they participate in inquiry and reflection centered on meaningful and rigorous implementation of instruction for English learners in the classroom. Coaching cycles will contextualize and refine the understanding of high quality instruction for ELs as reflected in the CA ELD Standards and the ELA/ELD Framework. Coaching topics will also be built into Consultation sessions as well.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma County Office of Education Alternative Education programs do not receive Title IV, Part A Funds.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A, Sonoma COE does not take Title IV Funds

What activities will be included within the support for a well-rounded education?

N/A, Sonoma COE does not take Title IV Funds

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A, Sonoma COE does not take Title IV Funds

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A, Sonoma COE does not take Title IV Funds

What activities will be included within the support for safety and health of students?

N/A, Sonoma COE does not take Title IV Funds

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A, Sonoma COE does not take Title IV Funds

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A, Sonoma COE does not take Title IV Funds

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

N/A, Sonoma COE does not take Title IV Funds

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A, Sonoma COE does not take Title IV Funds

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

N/A, Sonoma COE does not take Title IV Funds

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022