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

School Year
2023-24

Date of Board Approval
6/29/23

LEA Name
Sonoma County Office of Education

CDS Code:
49 10496 4930079

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.

As reflected in the LCAP, goals and priorities for the program include: student attainment of grade level standards; student engagement and connectedness to school; students feeling safe and secure; focused English Language Development instruction and parent engagement Fiscal resources are allocated to support the implementation of the activities/strategies within each LCAP goal. Federal funds are allocated to support those areas, as appropriate (i.e., Intensive English instruction, counseling, college-career readiness, truancy intervention).

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.

Priority areas of focus for the program are identified annually and vetted through the LCAP stakeholder engagement process. Fiscal resources are allocated to support implementation of the program and identified areas of focus, with federal funds providing additional fiscal resources to supplement and enhance services for our most at-risk youth. Use of these funds are outlined in the program LCAP.

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:

Sonoma COE Alternative Education Program utilizes CALPADS data to identify its low income and minority students by class roster/teacher assignment. Credentialing information as provided by the CTC website and/or the Human Resources Department is used to identify any potential misassigned and/or inexperienced teachers. Any disparities identified through this process will be addressed.

Sonoma COE Alternative Education Program utilizes CALPADS to calculate the percentage of low- income students, as compared to total enrollment. After a review of available personnel data, no ineffective/misassigned out-of-field or inexperienced teachers have been identified.

A review of the data revealed no known or perceived equity gaps and no disparities were discovered during the data analysis process.

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.

Goal 5 of the 2019-20 LCAP addresses the ESSA provision regarding parent and family engagement. The Sonoma COE Alternative Education Program uses multiple approaches to engaging with parents, including: individual parent contact and meetings, student recognition events and parent engagement events. One parent engagement event each year is set aside for LCAP stakeholder engagement. Parent interview as well as parent survey are used at this event in an effort to gain additional parent perspective. Increasing parent engagement continues to be a goal and priority for the program, particularly since so many of the students transition in and out of the program during the school year. Methods of parent outreach continue to be monitored and evaluated.

Parents are recognized as an important partner and are treated as such by the entire school team. Outreach to parents begins at the time of referral. Parents are invited to attend an enrollment meeting where the program and opportunities for parent/family engagement are fully described. Parents are kept informed about program updates using multiple platforms. These include: individual phone calls/emails, webpage postings and text message via ParentSquare. All written communication is provided in both English and Spanish and oral translation is provided whenever needed. Topics addressed include: the school's academic program offerings; upcoming state and local assessments; and student progress. Parents are invited to attend two formal staff:parent conferences each year to specifically review student progress on behavioral, academic and district readmittance goals.

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:

Parents are recognized as an important partner and are treated as such by the entire school team. Outreach to parents begins at the time of referral. Parents are invited to attend an enrollment meeting where the program and opportunities for parent/family engagement are fully described. Parents are kept informed about program updates using multiple platforms. These include: individual phone calls/emails, webpage postings and text message via ParentSquare. All written communication is provided in both English and Spanish and oral translation is provided whenever needed. Topics addressed include: the school's academic program offerings; social-emotional/wellness supports, upcoming state and local assessments; and student progress. Parents are invited to attend two formal staff:parent conferences each year to specifically review student progress on behavioral, academic and district re admittance goals.

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.

The Sonoma COE Alternative Education Program expects to operate a Targeted Assistance Title I program. Students eligible for services will be identified primarily through the California Longitudinal Pupil Achievement Data System (CALPADS) and Foster Focus, but may also be identified through the collaboration with community agencies working with students/families and/or during the enrollment process at the Community School program and the Juvenile Justice Center (local institution for delinquent children).

The program operates under a multi-tiered system of support (MTSS) that includes universal supports for academics and behavior as well as trauma-informed education and school culture (behavior, social- emotional) supports/interventions for students that need them. Universal supports for school culture are based on trauma-informed practices (our lens), restorative practice (our approach). Our goal is to provide all students with access to high-quality grade level instruction and appropriate support. Program learning goals are aligned to the CA Content Standards and student learning experiences are designed using Universal Design for Learning (UDL) to improve access for all learners.

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:

The program operates under a multi-tiered system of support (MTSS) that includes universal supports for academics and behavior as well as trauma-informed education and school culture (behavior, social-emotional) supports/interventions for students that need them. Universal supports for school culture are based on trauma-informed practices (our lens), restorative practice (our approach). Our goal is to provide all students with access to high-quality grade level instruction and appropriate support. Program learning goals are aligned to the CA Content Standards and student learning experiences are designed using Universal Design for Learning (UDL) to improve access for all learners.

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 SCOE Alternative Education program is committed to supporting homeless youth in our program. This support takes the form of collaboration with students and families, school staff and other county agencies in order to remove barriers to educational access and expand educational opportunities. The department's Foster/Homeless Youth Services Coordinator assists in ensuring that homeless youth in our program benefit from uninterrupted educational access. Resources for Homeless Education can be located on the SCOE Alternative Education webpage.

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.

NA

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

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sonoma COE Alternative Education program facilitates transitions for students from middle grades to high school through the process of district readmittance. Students are assigned a district restorative specialist who works with the program and the student/family through the transition.

The school counselor and Work-Based Learning Coordinator work with all students to promote and facilitate concurrent enrollment in junior college classes to assist with credit acquisition and to provide access and exposure to post-secondary opportunities.

Utilizing data gleaned from student interest inventories and discussions, the department Work-Based Learning Coordinator makes field trips available to junior college programs in high interest trades and fields of study. WBL Coordinator partners with classroom teachers to implement long-term projects that allow students to practice the Standards for Career Ready Practice. Opportunities for students to interact with industry professionals are offered via in-person and virtual informational interviews, job site tours, and job shadows. Other off-campus opportunities include site visits to local companies that have collaborated with students to solve real-world problems. Students are supported in work-ready skills via practice interview sessions with community volunteers, empathy interviews with industry partners, resume building, student-run enterprise, participation in a school-wide financial literacy event, and support in earning various certifications such as a food handler’s certificate. Parent events include individual meetings to discuss student progress and exhibitions of students' project-based learning activities. Information regarding junior college and internship opportunities are also shared with families. The Work-Based Learning Coordinator also works with special education students to work on transition goals.

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:

The Sonoma COE Alternative Education program may also use these funds to expand the existing library programs to provide students and families with additional opportunities 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:

Sonoma County Office of Education (SCOE) Alternative Education Programs provides education for students (grades 7-12) who have had difficulty in the traditional school setting or in the community. Daily academic instruction is provided for students who are detained or referred by districts because of expulsion, who self-select, or who benefit from a program based on alternative instructional strategies. The program has two “schools”: Court School and Community School.

The Court School Program provides educational services to students who are incarcerated. The Juvenile Justice Center serves girls and boys, ages 12 to 18, who have been arrested and booked on criminal charges and are serving time or awaiting disposition by the court. The Court School program served 259 students (unduplicated count – to date) in the 2018-19 school year. (Update: The Court School program has served 222 students to date (5/24/2024) in the 2023-2024 school year).

The Community School Program provides an alternative learning environment for 12- to 18-year-old students in grades 7–12 who may be experiencing difficulties in a traditional school setting or who may be exhibiting negative behavior patterns in school or in the community. This program serves students who have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The Community School program includes an Independent Study option and a Teen Parent Program. The emphasis of the Community School Program is to reestablish the educational direction of students and to transition them to a learning environment that meets their needs. Counseling tutoring, community service, restorative justice and other support services are provided by public and community agencies. The Community School program served 132 students (unduplicated count – to date) in the 2018-19 school year. (Update: the Community School program served 120 (unduplicated) students in the 2023-2024 school year).

Title I, Part D funds are expended to support the court and community schools (described above) in improving educational services and increasing support services for students in our program. Initiatives funded include providing bus passes to students to assist with decreasing barriers to school attendance; providing attendance and behavioral incentives to students to increase sense of community, and improve attendance and academic outcomes. Services provided by community-based organizations include a Community Service Caseworker to support service learning and to assist students with satisfying their community service requirement; life skills curriculum and parenting classes for pregnant and parenting teens. Mental health counseling services are provided via contract with SCOE’s Behavioral Health and Well-Being Department.

Staffing supported by Title I, Part D funds include: School counselor provides students with support to meet their academic goals both while enrolled in our program and post-secondary for those that graduate while enrolled in our program as well as assisting youth with educational placement as they transition out of the juvenile detention facility. The Student Accountability Specialist that provides truancy intervention support and bilingual outreach to families to assist with engaging students and families in the school community and address barriers to school attendance; Work-Based Learning Coordinator that provides work-based learning opportunities and exposure to post-secondary opportunities

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 educational program provided for incarcerated youth involved in the juvenile justice system is formally outlined n a Memorandum of Understanding between the Sonoma COE and the Sonoma County Probation Department. The formal agreement for provision of educational services to expelled youth is outlined the County-wide Plan for Serving Expelled Youth (922 Plan).

The Sonoma COE and the Sonoma County Probation Department enter into a Memorandum of Understanding annually. The mutually developed goals and objectives as outlined in the agreement are:

The Sonoma County Office of Education will:

- Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession.
- Ensure that substitute teachers have appropriate materials and instructions to conduct class in the absence of the regularly assigned teacher.
- Ensure that substitute teachers have an orientation to the facility and educational program prior to beginning work at the Juvenile Justice Center.
- Provide on-going professional development to SCOE instructional staff related to curriculum and instructional strategies.
- Provide standards-based Board adopted instructional materials and instructional technology. SCOE will ensure that SCOE policies regarding instructional materials, including instructional films, software, video, are followed.
- Identify youth with special needs, such as Special Education, 504 Plans, and English Language Development, and provide appropriate services to such youth.
- Ensure that for all youth referred out of the classroom, a written incident report is submitted to the Juvenile Justice Center or designee by the end of the school day
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement with the Juvenile Justice Center.
- Provide a minimum of 240 minutes of instructional time daily at the Juvenile Justice Center within a mutually agreeable schedule.
- Provide year-round instruction Monday-Friday excluding SCOE holidays, as delineated on the calendar distributed annually.
- Complete yearly Title 15 County Superintendent of Schools evaluation of the Juvenile Justice Center to the Board on State and Community Corrections.
- Assure that all SCOE staff have been fingerprinted, and have successfully completed a background investigation prior to working at the Juvenile Justice Center

The Sonoma County Probation Department will:

- Maintain safety and security in the Juvenile Justice Center classrooms.
- Provide appropriate classroom space.
- Ensure adequate cleaning, maintenance and repairs to the classrooms.
- Provide SCOE with a daily list of students who will attend school and ensure that all students are at school for the full instructional day unless excused for reasons such as, but not limited to, court appearances, meetings with attorneys, and/or safety issues deemed appropriate by the Juvenile Justice Center Director and/or designee. If information is available, notify SCOE of youth identified with

special needs and/or limited English skills.

- When possible, communicate with SCOE regarding dates of release.
- If efforts to remediate a given personnel situation collaboratively fail or become untenable, Sonoma County Probation Department reserves the right to prohibit facility access to any SCOE employee at the sole discretion of the Chief Probation Officer. Such prohibition with the specific reasons therefor shall be provided in writing.
- When requested, provide new SCOE instructional staff and substitute teachers and instructional paraprofessionals with an orientation to Juvenile Justice Center policy/procedures.

The Sonoma County Office of Education and the Sonoma County Probation Department will:

- Collaborate to ensure the safety and security of youth, staff, and outside providers of services in the Juvenile Justice Center.
- Provide a minimum of 240 minutes of daily instructional time for all youth incarcerated in the Juvenile Justice Center.
- Collaborate to encourage and motivate parents and legal guardians to attend required Individual Education Plans (I.E.P.) meetings and other mandated education-related meetings as well as initial and transition case planning.
- Collaborate to ensure released students attend their district schools.
- Ensure that I.E.P.s are conducted or completed by federal and state timelines.
- Collaborate on a process in which SCOE meets the educational needs of students on room confinement or special program, including provision of contingency funds to offset the cost of a substitute teacher, if one is available.
- Collaborate on a process to provide delivery of educational services during periods of housing unit lock downs.
- Collaborate on training and implementation for a Behavioral Management System.
- Have on-site staff participate in regularly scheduled, on-site meetings

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:

Sonoma COE collaborates with the Sonoma County Probation Department on a regular basis related to the education program that is offered in Probation facilities and meets formally at least once annually to review the prior school year and collaboratively plan for the coming school year. The COE strives to operate a school program that is comparable to the local district programs and problem-solves with Probation staff to address any issues that may interfere with the ability to do so. The COE is also in regular communication with local school districts and meets formally with representatives of districts four times each year to engage in dialogue and collaboration related to provision of educational services within the COE Alternative Education program.

The Sonoma COE ensures that the education program is comparable to the one operating in the local school youth would attend. All teaching staff are provided with ongoing professional development related to content standards,

implementation of 21st Century teaching strategies and trauma-informed education and practice. Sufficient quantities of standards-based instructional materials are provided for each classroom and instructional technology is regularly maintained and updated as needed. Upon entry, each student is administered a reading, language arts and math diagnostic assessment to provide information to instructional staff related to academic performance levels Students have access to an academic counselor who assists students with developing academic and/or graduation plans to ensure they are aware of what's needed to keep pace with their regular school program, as well as transition planning for post-release. Academic support staff, intensive intervention teachers and special education staff are provided to ensure that all students have the support that they need to access the core curriculum. Additionally, school staff communicate with students' regular school programs as needed during the period of incarceration and prior to release.

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:

Program staff work with Probation staff to help facilitate the successful transition of youth back to their district school program or another program that is suited to meet their individual needs. COE staff also work closely with facility staff and individual Probation officers in planning the transition of students from the facility to an appropriate educational placement.

School staff assist Probation with returning students from the facility and placement to their schools in the community. Most frequently this process begins with probation officer requests for school records. For longer term students school staff work closely with the transition probation officer to ensure students have an appropriate, supportive place to land in the community in an appropriate educational setting that includes an educational transition plan (ETP). School staff may facilitate communication between probation and school staff to ensure a smooth transition. Additionally, probation counselors in the facility contact school staff requesting transcripts for their case management reports. Education is a regular component of case management for all youth in both the juvenile justice center.

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:

Youth in the program often have experienced difficulties in the traditional school setting and typically have exhibited negative behavior patterns in school and/or in the community. Often these students have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. Some are teen parents, many have substance use problems and typically up to one third of the juvenile hall population are students with disabilities, qualifying them for special education services. The emphasis of the school program is to reestablish the educational direction of students and to provide educational continuity while in the program/facility and when the appropriate time comes, to assist with transitioning students back to their school district or another learning environment that meets their needs.

The school program is geared to meet the unique needs of the population described above. Program supports include: academic and mental health counseling, intensive intervention teachers, restorative practice, trauma-informed education, career education/work-based learning, truancy intervention, transportation assistance, community service opportunities and student incentives.

The Sonoma COE is geared to coordinate existing educational programs that meet the unique educational needs of program students. A case management approach is utilized to ensure that each student's individual needs are met. School staff work closely with agencies in identifying and addressing student needs. This includes screening for alcohol and/or drug use/abuse by mental health counselors; partnering with the Department of Public Health to identify and provide educational services and support to pregnant and parenting teens; working closely with local school district staff to ensure that students with an Individualized Education Program (IEP) are identified and appropriately served. Additionally, the program director convenes quarterly meetings with district staff and probation to facilitate collaboration and communication related to meeting students' educational needs.

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:

When possible, the COE coordinates with a variety of agencies both during the time a student is in the COE program and at the time of re-entry/entry to another educational program. For incarcerated youth this collaboration is typically done with the Probation department and other agencies as appropriate. For students in the teen parent program, there is significant collaboration with the Department of Public Health related to needs of the teen parent and their baby. Our program contracts to offer parenting classes as part of the teen parent program and collaborates with another community-based organization so that students have access to additional parenting classes and support. Mental health counselors are also available to work directly with all our at-risk families or to refer them to other community resources for support.

In many cases coordination between the Sonoma COE and agencies occurs via a formal memorandum of understanding (MOU) and services agreement. The department director is engaged in regular communication with agency staff and coordinates the drafting of these agreements annually. Such agreements exist for provision of mental health counseling services and parenting classes. All students in the community school program have access to mental health counseling services and all students are provided with an initial intake and screening appointment, after which weekly sessions and/or crisis intervention are available. Family counseling is also provided on an as-needed or by request basis. All teen parents participate in the parenting classes that are facilitated by community-based organization staff, per the MOU/services agreement. An agreement with another community-based organization provides access to an additional parent- education class for our teen parents.

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:

All students have access to the services of the COE Work-Based Learning Coordinator, the school guidance counselor and a Community Service Caseworker (via contract with the Volunteer Center). Students in the Community School program have access to CTE courses. The school guidance counselor works specifically with students to encourage and assist them with concurrent enrollment at the local junior college. The Work-Based Learning Coordinator offers access to

work-based learning opportunities and exposure to a variety of local career and training opportunities in addition to teaching work-ready ‘soft skills’.

The Work-Based Learning Coordinator partners with a variety of agencies to offer access to work-based learning opportunities and exposure to a variety of local career and training opportunities in addition to teaching work-ready soft skills. These opportunities typically take the form of classroom presentations, all-school assemblies or off-site visits to industry sectors.

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:

Parent outreach and engagement is an ongoing focus and parent engagement is a priority as we encourage parents to partner with us in educating their children. Outreach to parents starts at the initial enrollment meeting into the Community School program – parents are provided with detailed information about the program, including supports available. Parents are invited and encouraged to attend Individual Learning Plan (ILP) conferences at the school sites each Fall and Spring. This provides the opportunity for formal conferencing with program staff to review educational achievement and overall student progress. Additionally, parents are surveyed at least once annually to specifically measure if they feel the program encourages them to be an active partner in the education of their child. The program Student Accountability Specialist provides for bilingual parent outreach and works specifically with families around truancy prevention and intervention. Both academic and mental health counseling is provided.

The Sonoma COE makes use of available opportunities to involve parents and family members of students in the Juvenile Justice Center. Staff reaches out to parents of students with an Individualized Education Program IEP) and invites them to regular meetings to discuss educational needs, services and progress. Quarterly report cards and annual assessment results are also mailed home with a letter of explanation and an offer to meet with families to review their child's educational progress. Parents are invited to attend graduation ceremonies that are held at the Juvenile Justice Center when students meet graduation requirements while incarcerated. Parents are invited to participate in Individual Learning Plan (ILP) conferences twice per school year to meet with school staff to review individual student goals and progress toward those goals.

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:

Initiatives supported by these funds are coordinated with other Federal, State and local programs to more fully support at-risk youth. The various program goals are aligned and fiscal resources are allocated to provide increased and enhanced services and to strengthen programs and improve student outcomes.

Title I, Part D funds are one of a variety of funds that are utilized to support students in our program. As outlined in our Local Control Accountability Plan, goals are developed and actions/services are identified to support students with their educational and social-emotional needs and fiscal resources are allocated that supports those goals and

actions/services. Specific to federal funding, Title II funds are utilized for improving teacher quality to ensure that all students receive a relevant, rigorous curriculum designed to meet their unique learning needs and styles. Title III funds are utilized to provide additional support, curriculum and professional development for our ELD teacher.

Federal and local funds are principally directed to provide targeted support and increased services to our students. The needs of our students are met through a variety of intervention programs, including increased mental health and academic counseling services, behavior specialist support, increased academic tutoring services, increased and expanded restorative practice services, intensive intervention teachers, teacher professional development related to Adverse Childhood Experiences and purchase of additional technology for student use

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:

School and program staff work closely with probation officers to assist in meeting the needs of youth returning from juvenile justice facilities. Communication is open and ongoing while the youth are in the facility and staff from both agencies collaborate related to school placement as the time for release approaches. Program staff also actively assist in this process and are in regular communication with Probation staff related to school placement. Probation staff also works closely with school staff in the Community School program to support the efforts of the school program and to help ensure school success and successful re-entry into the district program, when appropriate.

Program staff assist probation with returning students from the facility and placement to their schools in the community. Most frequently this process begins with probation officer requesting school records. For longer term students school staff work closely with the transition probation officer to ensure students have an appropriate, supportive place to land in the community in an appropriate educational setting that includes an educational transition plan (ETP). Communication between probation and receiving school staff is facilitated to ensure a smooth transition. Additionally, probation counselors in the facility contact school staff requesting transcripts for their case management reports. Education is a regular component of case management for all youth in both the juvenile justice center.

For students in the Community School program, Probation often reaches out to school staff for updates on student school progress. This includes information related to grades, attendance and discipline. Likewise, school staff may reach out to Probation when a student is experiencing difficulty at school. Probation officers are always invited to participate in parent meetings at the community school sites

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:

Students with Individualized Education Programs (IEPs) are identified by school staff upon arrival at the facility and this information is made available to facility staff. Program special education staff collaborate with facility staff related to provision of special education services and supports within the school program at the facility and when necessary, as it relates to transfer or release to another program.

Weekly caseload lists of students with an Individualized Learning Program (IEP) are made available to Probation staff within the facility. Additionally, the special education teacher regularly interfaces with Probation staff when working with students in the classroom. Probation staff is made aware of all meetings that need to be convened related to provision of

special education services. School mental health counseling staff confers with facility mental health staff related to provision of Education Related Mental Health Services (ERMHS).

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:

In the Court School program, school and program staff provide educational information as appropriate when Probation is considering alternative placements. The team works together to discuss individual student needs and possible placements. In the Community School program, staff collaborates with school district staff related to alternative school placement. In both situations this is more of a supportive role than a lead role.

Probation and school staff work closely together when an alternative placement is needed/desired for a student interested in continuing their education but unable to participate in a traditional public school program. School staff are familiar with local school options - both district and charter school options.

There are a variety of local charter school options that not only provide alternatives to the traditional school setting but also for students 'aging out' of the K-12 system.If the need for an alternative placement is driven by special education needs, COE special education staff participate in the process to assist with identifying an appropriate educational option.

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.

The program's system of professional growth and improvement includes professional development to strengthen instructional practice and build the capacity of teachers and administrators This is provided both through department and COE offerings. Department Learning Community meetings or trainings typically occur twice each month – site bell schedules incorporate early student dismissal on these days to allow for staff professional development. Professional development includes training related to: 21 Century instructional practices, alternative assessment, support for English Learners/English Language Development, Special Education and trauma-informed education. The administrative staff also participate in these trainings, as well as other training opportunities provided through the COE. Teachers and administrators are also supported by staff in the Equitable Education Services department. The department professional development plan is reviewed and revised annually and reflects areas of identified need, with the goal of promoting professional growth and improvement.

Teacher professional growth is also supported through the teacher evaluation process, part of which incorporates a growth model rubric in the revised and updated evaluation tool. Support for teachers is ongoing throughout their tenure with the department.

The COE also offers a formal induction program for new teachers.

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 program is not currently identified for formal CSI or ATSI support. However, due to the nature of our program and the high level of need for all our students, both 'schools' in the program implement comprehensive support and improvement activities and targeted support and improvement activities. These include

- . Strategies to engage students and families in addressing students' social-emotional health
- Culturally responsive teaching and learning
- The use of diagnostics and its practice in the classroom
- Training on tools that measure student Lexile and math fluency growth
- Instructional coaching to support best first instruction
- Coaching for implementation of 'learning through interests'
- Strategies to support literacy and designated and integrated ELD
- Best practices to increase critical thinking skills for all students in curricular areas
- Targeted professional development around content support and strategies to meet students' needs.

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.

Increased and improved use of data (including standardized and local measures) to inform practice is an identified area of focus for the program. Staff will continue to be guided through the process of data analysis and identification of appropriate supports and focused interventions to improve performance. These focused and intentional conversations occur both at the site and program level. Identification of appropriate/meaningful data points is also part of this conversation. Improved use of available data (and/or identification of additional data points) will assist staff in providing targeted support to students.

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:

Professional development designed to improve the instruction and assessment of English Language Learners is provided both through department and COE offerings. Staff has been provided with training related to implementation of curriculum/ELD standards, assessment practices/measures and instructional strategies for English Learners. The program also has access to ongoing guidance and support from the COE EL Coordinator.

Consortium members will be provided with the following opportunities:

- to attend the annual Sonoma County Office of Education (SCOE) Multilingual Leadership Conference. Participants will engage with the most current research, tools, and practices needed to ensure that multilingual learners thrive in our school systems. All participants are required to take part in a follow-up session with the Consortium lead (SCOE) to debrief the information learned and plan for implementation. This content will also be built into Consultation sessions as well.

- to attend the annual California Association of Bilingual Educators (CABE) Conference. Participants will attend workshops focused on enhancing programs and instruction for English learners and their families. All participants are required to take part in a follow-up session with the Consortium lead (SCOE) to debrief the information learned and plan for implementation. This content will also be built into Consultation sessions as well.

- to work with the Consortium Lead (SCOE) to develop supplemental tailored site-based professional development opportunities intentionally designed to deepen participants' understanding of the distinct needs of English learners, while ensuring they are progressing towards achieving English proficiency as well as meeting the challenging State academic standards.

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:

Enhanced instructional opportunities for immigrant youth are provided by our Intensive Intervention English teacher. This teacher provides additional instruction and support to all English Language Learners to assist them in developing and attaining English proficiency. This teacher also administers and is familiar with the ELPAC assessment, which is used to identify student English proficiency levels. The teacher also coordinates with other teaching staff in designing curriculum and lessons specific to each student's unique needs and learning styles.

This teacher participates in ongoing professional development specifically related to English language assessment, acquisition and development. She also coordinates with and receives support from the COE English Learner Coordinator.

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:

As much as possible, instruction and curricular materials are geared to individual student need and learning style. Dedicated staff is provided to support English learners with their English language development. A variety of instructional programs and strategies are used, including: Pullout ESL, Content-Based ESL, Sheltered English Instruction and Specially Designed Academic Instruction

Additionally, each Consortium member superintendent or superintendent/principal works with the Consortium lead (SCOE) over the course of the school year. Together, they 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.

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:

Staff utilizes the information from the ELPAC to ensure that instruction and support are geared to student proficiency level while providing the needed support and targeted instruction to assist students in increasing their English language acquisition and more fully accessing the 'core curriculum' and state academic standards. Student English acquisition progress and progress toward meeting academic goals are reviewed by staff on an ongoing basis and formally at least once each quarter.

Additionally, consortium members are provided with the following opportunities

- for teachers to 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.
- for teachers and administrators to attend a two-day Best of GLAD Training. This series will focus on strengthening instructional practices for English learners with a focus on students attaining high levels of language proficiency and mastery of grade level academic standards. All participants are required to take part in a follow-up session with the Consortium lead (SCOE) to debrief the information learned and plan for implementation. This content 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:

NA

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.

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

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?

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.

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

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?

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.

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])

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?

- 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:

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