

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

## LEA name:

Sacramento County Office of Education

## CDS code:

34103480000000

## Link to the LCAP:

*(optional)*

[https://www.scoe.net/lcap/Documents/scoe/2019/scoe\\_lcap.pdf](https://www.scoe.net/lcap/Documents/scoe/2019/scoe_lcap.pdf)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A  
Title I, Part D  
Title III, Part A

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

# Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to

promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

## Strategy

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

The Sacramento County Office of Education's (SCOE) student programs provide services to students who need more than a traditional school program can offer. SCOE's court and community schools serve students who need supports not commonly found within traditional middle or high schools. SCOE is directly responsible for serving expelled youth and incarcerated youth. SCOE also provides a high-quality alternative education to students and families seeking a smaller school environment through a district or probation referral. Our students are predominately low income and often have needs that extend beyond routine school services. We serve foster youth, youth who are experiencing homelessness or who are in temporary housing, and a growing population of English learners. Our Special Education Program provides services to students referred from local school districts. SCOE provides Special Day Class programs on district and community sites for students with severe disabilities, 5-22 years of age, and students K-12 with emotional disturbance, as well as an inclusive preschool program in collaboration with local Head Start program sites.

We have integrated Title I and Title III funds into our 2019-20 LCAP to demonstrate how we will supplement and enhance our programs to support both our students who are not meeting grade level standards and our English learners. Additional instructional staff provide intervention support services through one-on-one supports and in-class scaffolding techniques. English learner services are provided through classroom instructional support and coaching of the ELD framework to support integrated and designated English language development. Family outreach, non-profit partnerships that help prepare students for college and career, and mental health supports have been expanded through additional supplemental coordinated services provided by transition specialists, non-profit experts and school administrative staff.

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. Schools Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions are monitored through evaluation protocols and annual program/budget review.

# 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.

SCOE's strategic planning and budgeting process reflects a continuous cycle of improvement with ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Once state and local funding resources are allocated, federal funds are then used in compliance with the most current regulations and guidance to supplement evidence-based supports and services to enhance our programs to support the needs of our students.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with

high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

## Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE has no (0) teachers serving in our Court and Community School programs that are considered ineffective, inexperienced or out-of-field under the Federal ESSA definition. In our Special Education programs, SCOE has 8 out of 38 teachers considered “inexperienced” under the Federal ESSA definition. There are no “ineffective” or out-of-field teachers in Special Education. All teachers in both programs are properly assigned based on credentials or authorizations held. SCOE offers a CTC approved credentialing program. Three of the inexperienced Special Education teachers are enrolled in the SCOE Intern Program. The SCOE Personnel Department tracks the progress of teachers who are working toward their preliminary credential. New teachers are supported through on-going mentorship for new teachers from experienced colleagues and administrators whom all have a wealth of experience in special education. They also receive specific training for their classrooms from current DIS staff including speech therapists, psychologists, and nurses. We provide extra hours of support for every intern by increasing our classroom observations and feedback sessions so that our least experienced teachers are receiving the most support.

## **Parent and Family Engagement**

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

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

SCOE will carry out its responsibilities under this section through shared leadership opportunities such as SCOE-parent/guardian committees, District Advisory and District English Learner Advisory with site leadership committees, School Site Council, and the English Learner Advisory. To ensure site councils and advisory groups understand their leadership roles, elected members receive training on their roles and responsibilities, LCAP planning and input, school budgeting, and decision making. We mitigate the impact of poverty by bringing service providers into the schools and family partners providing home supports. Staff are also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs).

SCOE has many strategies in place that build strong parent/guardian and family engagement. They are foundational in supporting strong school-family partnerships in our community. Outreach services are organized through the English Learner Liaison and administrative staff. These strategies include, but are not limited to, a comprehensive enrollment process with the Registrar and Transition Specialists, student-led parent conferences, transition meetings, home visits, collaborative development of individual Student Support Plans, a school-based, student-operated Culinary Café that is open to the public and a multitude of community engagement events such as weekly service at Sacramento Food Bank locations, allowing our students and staff to engage with stakeholders while partnering to provide service. To coordinate services to foster youth in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system, SCOE implements the Crossover Youth Practice Model which is a partnership between SCOE, Sacramento Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates, and several other non-profits.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

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



All SCOE court and community school programs are considered school-wide programs and complete an annual comprehensive needs assessment to upgrade the entire school program in order to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above levels of achievement. In addition, all schools bi-annually review the effectiveness of their programs through SPSA monitoring protocols. All goals and actions in the SPSAs are aligned to the evidence-based practices in the LCAP, but based on site-level planning, data analysis, and student needs. By promoting supplemental educational opportunities such as the arts, college field trips, and other school community events, student and family engagement has improved. SCOE does not combine funding under SWP, but does coordinate services and programs from multiple funding resources. The LEA and sites focus on meeting the needs of high priority student groups (low-income, English learners, Homeless, and Foster Youth). Categorical allocations are made to sites based on a per pupil allocation (PPA), with additional funding given to sites that justify purpose and need to supplement instructional materials, academic interventions, and enrichment activities. These additional allocations are reviewed by the Financial Services and program staff to ensure proper use of funds and compliance to categorical programs.

SCOE has no Targeted Assistance School Programs.

## **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:**

SCOE's Homeless Liaison is responsible for ensuring compliance and coordination of homeless children and youth services. Homeless eligibility is confirmed during the comprehensive enrollment process with the registrar and transition specialist and by performing home visits and review of the family's living situation. SCOE administrators are trained and provided updates regarding McKinney-Vento compliance. Each week, transition specialists, site administrators, and teachers receive an updated list of homeless students. SCOE staff are aware of agencies and community support for basic needs and social services and work with homeless students and their families to ensure their basic living, emotional, and social needs are met. Parents receive a Homeless information pamphlet that explains their McKinney-Vento rights and lists helpful services offered by SCOE and other organizations. SCOE offers various supports to homeless children to ensure they are valued and have a sense of belonging. SCOE's Homeless Liaison reaches out to parents of homeless children by offering referrals for food, clothing, and medical services. Federal funds support student transportation for homeless children. In some cases where students move out of the district, SCOE shares the cost with other districts to retain home school placement of the student for the remainder of the year. SCOE also purchases public transportation bus passes for homeless children/parents to travel to medical appointments for illnesses or follow-up health-related issues.



## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

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

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

Transitions are a top priority for SCOE to ensure that our students successfully transition from our programs back to school districts, exiting our programs with a diploma or certificate of completion, or entering a postsecondary learning/career opportunity. SCOE ensures services for all students are effectively coordinated with our partner agencies.

We provide excellent transition services, individualized for each student with site and SCOE based teams that include the principals, teachers, transition specialists, registrars, non-profit partners, part-time mental health clinicians, school counselors, psychologists and especially our back-office student information system data teams and research office teams that track every students data and transition progress. Any students who show up missing in a transition back to district receive immediate attention and home visits if necessary to ensure the missing student gets back on track. We are very proud of our local positive transition rate – which is consistently at 98.5% or above.

## **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:**

SCOE is implementing Chrome Books across the community school system and the RACHEL asynchronous server system within the court school. We are a registered partner of the California State Library online educational database program which provides free access to a multitude of educational resources for student and teachers. Our teachers are all trained on methods to use online research, discern the quality of sources and information and in turn integrate that expertise into all subject taught. Our Computer Science for Sacramento team, in SCOE's Career Technical Education department provides in-depth training in online research tools and the power of high quality research methodology, using a variety of software tools.

In addition, we purchase class sets of library materials for self-contained classrooms, as requested. Materials need to align with the California State Standards. Each class set may remain in a classroom or enter a pool of materials that can travel between sites as organized by site teams.

We partner with the Sacramento County Library system to ensure all students have library cards and understand how to access the local library system

## **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:**

SCOE provides exceptional programs to serve students who are enrolled in court school, former court school youth and those that are supervised by the Probation Department, while diverted from incarceration. We provide services through teachers trained in trauma informed practices, school counselors, psychologists, part-time mental health clinicians, transition specialists and a host of non-profit partners that provide on-campus and community-based supports.

SCOE provides a full spectrum of academic instruction and special education services for the students mentioned above with a variety of additional career technical education programs and community engagement activities, coordinated by partnering non-profit agencies.

### **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:**

SCOE operates under several formal inter-agency agreements designed to serve the needs of incarcerated youth, former incarcerated youth, Commercially Sexually Exploited Children and dependent youth within or associated with the foster care system. We provide services via protocols that define the roles of each educational or county social agency. Each of these agreements are designed to divert students from correctional facilities and or serve them while incarcerated or when the students are released.

**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:**

SCOE runs El Centro Junior/Senior High School within the Sacramento County Youth Detention Facility. All students receive an education based on California Content Standards in a Western Association of Schools and Colleges (WASC) accredited school. We provide academic and career technical education through a variety of pedagogical strategies. Students increasingly engage in project-based learning. Graduates still incarcerated participate in an early college program coordinated by SCOE via partnerships with three CA community colleges.

**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:**

SCOE has a well-defined process of securing release dates from the Probation Department and following a strict protocol of daily transition services for students pending release. These services include facilitating transition meetings with the youth and probation departments, at times with the Juvenile Court Judges, ensuring receiving districts are aware the student is coming back to school and that the family knows exactly where to reenroll and who to meet with.

SCOE Community Schools enroll approximately 25% of the youth returning from our court school, and we provide a seamless transition, based upon a shared student information system database and uniform expectations for all returning students.

We coordinate the services for expelled youth and use that platform of relationships and communication to coordinate the educational transition for youth returning to local public schools.

## **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:**

Our schools truly provide wrap-around services directly, or coordinate the additional wrap-around services required by each student's needs. The vast majority of students, due to a housing instability and often unsafe living situations are behind on high school credit completion, have experienced a minimum of six exceptionally traumatic events in their young lives and often are dealing with substance abuse issues. Many of our students arrive unable to control inappropriate behaviors due to a lack of impulse control.

We provide a team of professionals that integrate academics and life skills and we partner with part-time mental health clinicians and non-profits with youth engagement expertise to ensure each student receives the help they need. Each student helps staff develop a Student Success Plan, personalized to leverage their own strengths and address areas in need of growth, both socially and academically.

## **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:**

Each of our school sites employs a team of transition specialists that coordinate services for youth, under partnerships established by interagency agreements similar to the Crossover Youth Practice Model Agreement. Our foster care, homeless and site teams coordinate with local community agencies to ensure each student's needs are met. We do employ a transition specialist who is a Certified Birthing Educator for a local healthcare system who provides a high level of support for all 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:**

SCOE partners with Lassen College, Folsom Lake College and Sacramento City College to provide post-secondary, degree bearing coursework. The most robust partnership for students returning from incarceration is the Re-emerging Scholars program at Sacramento City College. Students begin programming while residents within the Youth Detention Facility, in the SCOE/Probation early college program, then are immediately enrolled in the on-campus Sacramento City College program post-release.

Additionally, SCOE provides private-postsecondary training in construction trades through Northern California Construction Training (NCCT) and a pre-apprenticeship culinary training program through a California Apprenticeship Initiative grant utilizing a SCOE culinary teacher.

All students are eligible for mentoring through the HAWK Institute, GreenTech, Earth Mamma Healing, LINKS Mentoring and NCCT.

**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:**

Our juvenile court school staff, at El Centro Jr./Sr. High School involves families in conversations regarding student progress at monthly parent nights, school site council membership, parent surveys (the El Centro team calls each student's home to deliver a parent engagement survey via the phone), IEP meetings, Federal 504 meetings and teacher or administration phone calls home when a student needs a behavioral intervention.

SCOE's community school teams engage families in the same events as above, but do not have a monthly parent night as they have more freedom in scheduling on-campus parent events than those available to the court school. Each school employs a team of transition specialists that specialize in the intake and orientation process of helping all students set goals and then with planning to returning to district schools.

Our teams do their daily best to normalize the process of education for all students, and to provide on-campus and off-campus opportunities to expand each student's horizon and to secure the

supports necessary for students to heal and set new goals for their future. We believe this work reduces dropouts.

## **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:**

SCOE collaborates with our local Workforce Investment Board, Sacramento Employment and Training Agency (SETA) programs in a variety of powerful engagement activities. Our Superintendent serves on the SETA Board and serves as Chairperson of the Youth Council. Our Assistant Superintendent serves on the Youth Council. Many SCOE leaders serve on committees that collaborate with SETA to provide opportunities for all county youth. This deep engagement leads to specialized programs for delinquent youth in the county, via pilot programs linking students with paid pre-employment training and high quality paid internships in the public and private sector.

Additionally our CTE teachers collaborate with local organizations such as above-mentioned NCCT, the Harbor Freight Fellows program, 1000 Strong City of Sacramento Employment and other SETA funded youth employment programs. Our formerly incarcerated youth have access to all of the above.

We collaborate with all agencies that receive JJDPA funds as we educate the most at-risk youth and align our programs and outreach to ensure equitable engagement across the county. We also write letters of support and serve on planning committees when funds are available for justice involved youth.

## **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:**

SCOE has an excellent relationship with the Sacramento County Probation Department (Probation). This relationship includes dedicated space on each of our community school campuses, for informal Probation field offices, places where officers can set up for the day, meet with students on Probation and work in the community. We meet formally at least three times per year to ensure clear communication and protocols, and simply to touch bases on staffing changes regarding Probation officer supervision. SCOE also has formal relationships and protocols delineated in MOU's with

Probation regarding Commercially Sexually Exploited Children (CSEC) and foster youth that are juvenile justice involved.

## **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:**

SCOE has three highly effective teams working on this issue. Our court and community school staff interview each student to determine if they are or have received special education services. We cross check the interview findings with a back-office team that specializes in transcript retrieval from often a multitude of schools in one student's academic history. This allows SCOE to uncover any previous special education services in the student's school history. Finally, the Special Education staff receives the research on every student and combines that work with their own local databases storing information on students' special education history. We take this work seriously and our special education staff ensures all timelines for assessment and transfer of records are met.

## **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:**

This work is in SCOE's wheelhouse. We provide twelve upstream prevention classrooms (CARE Classrooms) across the county that are designed to help 7-10 grade students who have shut down academically for a variety of reasons. This give districts an intensive personal intervention where students can thrive in a self-contained setting that provides a gradual release to mainstream programming.

SCOE also provides three community schools that house a full-day program for students who are expelled or their parents have requested their child enroll, based upon the wrap-around services provided. These programs are designed to help students return to district.



Finally SCOE provides a Senior Extension program that enrolls over 500 students who simply did not finish their high school diploma, on time, for any reason. This innovative and flexible program allows each student an opportunity to complete their education while employed, raising young children, caring for ill family members or dealing with mental health issues. During the 2018-2019 school year, SCOE hosted five separate graduations for Senior Extension graduates, spread out over the calendar year, so graduates and families could enjoy a timely celebration, and the young person could move forward pursuing positive life goals.

SCOE also coordinates the efforts of the local school district placement offices, and provides excellent technical assistance, free professional development for school placement officers and provides assistance to parents looking for a supportive alternative to district schools.

## **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:**

All SCOE teachers engage in weekly professional development designed to help them address the Social Emotional Learning needs of their students, implement adopted curricula, increase student voice and civic engagement and address specific learning challenges of students. Increasingly our highly talented certificated and classified staff provide requests for professional development and we customize the weekly offerings so different positions receive the most relevant training possible for their assigned responsibilities.

Additionally, SCOE serves as the K-12 education professional development hub for Sacramento County, which provides a comprehensive system of professional learning for teachers, staff and administrators. SCOE also offers a School of Education that includes an induction program, teacher credentialing program and administrative credentialing program. Current and future educators from across the region benefit from the school of education.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All of our court and community schools provide comprehensive support as our schools have a very high percentage of low income students and juvenile justice involved students. We do not provide a targeted support program as our programs are school-wide.

We focus on academic interventions and social support systems designed to help the student and the family engage in behaviors that improve current academic, post-secondary readiness and career readiness. Our funds are focused on teachers and staff providing the necessary remedial academic interventions to students who have fallen behind and our team of Transition Specialists and mental health professionals that provide the necessary guidance and support for students moving forward with their education, without a traditional support system that the vast majority of students in traditional district schools have.

**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:**

We use annual summative data from California's Dashboard for Alternative School Status, which includes attendance, discipline, academic performance, college and career readiness and a variety of local data indicators. SCOE employs an independent research office that provides quarterly data reports and will contract to complete cohort reporting on student programs, such as the above-mentioned CARE, Senior Extension and Community School program. We use the independently vetted data to examine program design and implementation and to make changes when needed.

SCOE also employs a student information system office that provides real-time data including attendance, discipline, academic achievement, graduation and transition data. This data is powerful for immediate recognition of a missing student, an uptick in discipline issues or simply recognition of a job well done by a committed site team.

SCOE leverages our Prevention and Early Intervention Team, Curriculum and Instruction Department, Executive Cabinet and peer county offices of education to analyze our data and suggest improvements. We receive formal Differentiated Assistance from the Placer County Office of Education and are implementing a plan to increase the College and Career Readiness of all 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.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sacramento County Office of Education (SCOE) provides support for students who need supports not commonly found in traditional school settings. SCOE has experienced recent growth in the number of English learner (EL)s. Currently, there are 109 English learners enrolled. The majority of the English learners are in the K-12 SH Special Education program, these students are served across the Sacramento County school districts. The second majority are in the Senior Extension program rather than an independent studies program. These students are concentrated in credit recovery courses. The administrative team meets to identify areas of need in terms of professional development and evaluate the EL program offering or the system in place. The high mobility nature of the students makes it challenging to establish a traditional program. In an attempt to provide better services for ELs, SCOE has hired an English Learner Parent Liaison. This person contacts parents and guardians, conducts outreach, phone calls, surveys, and provides translation during registration, and meetings.

SCOE schools provide ELs with development offerings so that teachers, principals, other school staff, and community-based staff can best meet the needs of EL students.

Professional development opportunities are explored and offered based on a comprehensive review of student performance on CAA, CAASPP, ELPAC, and local assessments within core content areas.

As noted in the LCAP areas of greatest need, SCOE will continue to focus on supporting English learners and establishing internal systems to reclassify students, learn about the diverse needs, including a process for EL students with special needs. In order to enhance the capacity of teaching, leadership, and community-based staff to support English learners in meeting standards, professional development addresses (at a minimum) the following areas:

Build an understanding of the different typologies of English learners as it pertains to the SCOE schools context.

Exploration and purchase of supplemental materials to address academic content standards. These materials may be in a language other than English.

Build a cohesive pathway to reclassification with benchmarks and student goal setting.

Continue to add to the IEP process for family engagement and understanding of the American Education System.

Introduction to and applications of the California English Learner Roadmap in the context of the SCOE schools setting.

Review the English Language Development standards in conjunction with content standards to ensure that personnel have an understanding of the language and vocabulary demands and how to address the needs of English learners so that access is provided.

Interpret ELPAC results to address the needs of English learners as it applies to high leverage opportunities in a limited contact context.

Exposure to the ELPAC practice exams and the usability to build a common understanding of language demands for ELs.

Build a common understanding with 916 Ink to increase services for English learners by meeting their linguistic specific needs inclusive of their first language.

For school leaders, the topics above will be addressed in a format that provides them with the ability to effectively provide guidance on the basic English learner needs and enhancing the level of understanding it from their context. For teachers, the topics addressed above will offer a point of professional development growth during the school term. The topics may become part of the Professional Learning Community setting. Ideally, the teachers are evaluating their actions to support English learner students, by examining student results to identify strengths and weaknesses, and collaborating with their peers from across the county. Surveys are conducted after each training to measure effectiveness in meeting the needs of participants. Ultimately, the success of professional development is measured by the improvement of SCOE schools English learners on the ELPAC advancement and the reclassification rates.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

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

Does not apply – we do not receive an Immigrant Subgrant.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

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

SCOE provides a number of opportunities and activities to support English learners to increase their English language proficiency and meet the California content standards. These opportunities are provided by the individualized attention in the independent and SH programs. English learners are supported through Project Wisdom, a social skills and character building program. They are also supported in passing the HiSET allowing for meeting the graduation needs. A concentrated effort in attendance and focus on parents of EL students resulted in a 7% parent participation increase. SCOE will continue to provide the English Learner Parent Liaison services. SCOE will continue to review the process to prepare students as they go through the reclassification process. A concerted effort in reviewing the process for English learners with more severe or intensive needs is the approach for 2019-20.

Programs offered for English learners are based on their ELPAC scores and the assessment of core content teachers who examine student's performance on specific assessments. The goal of our programs for English learners is that students develop strategies that lead to fluency in speaking, listening, reading, and writing across multiple content areas. EL students will continue to participate in individualized opportunities to be on the College and Career Pathways information sessions. This includes the continued support in reading transcripts and offering credits.

Via student-led Parent-Teacher conferences, English learners will learn to set personal goals as they apply to their status as English learners in the pathway to reclassification.

SCOE offers a Structured English Immersion program. SCOE staff have access to support on creating CSS lessons embedded with best practices for EL students with the support of the C-SAPA department.

Continue to focus on supporting English learners (EL) and establishing internal systems to reclassify students, including a process for EL students with special needs. Principals will continue to review all English learner grades, interventions and the Ren Learn data with the staff to provide resources, review program structure, and restructure as necessary. This process has enabled SCOE schools to further individualize instruction and improve outcomes for English learners.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

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

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

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

The Sacramento County Office of Education requires that schools assist English learners in achieving English proficiency based on the ELPAC while supporting students to meet California's rigorous academic standards. Most of SCOE's programs are alternative in nature and therefore the mobility of students is very high. To ensure that parents and other stakeholders are involved in the development of plans for Title III, Part A and provide input/share concerns regarding the progress of students, SCOE has established individual contact to obtain the feedback from parents of English learners via the EL Parent Liaison. Translation and interpretation services are essential for parents of EL students. Surveys are also a strong component to obtain feedback.

A District English Learner Advisory Committee (DELAC) has the opportunity to advise on the programs and services for English learners.

Since the ELPAC is a relatively new assessment, SCOE will continue to provide stakeholders with information about how to interpret the scores and we will be examining student results on the ELPAC in comparison to classroom assessments to ensure that we are appropriately using the results to

adjust instruction as needed. This work will require training and staff review time specific to the expectations that we have for English learner progress and we will explore supplemental curriculum to address the needs of EL students if we find that additional support is needed.

Title III Part A funding will enhance the programs and services for ELs by expanding on the support from a transition specialist who will focus on English learner needs by providing community-based resources to teachers, students, and families. Support on monitoring ELs progress, researching the possibility of extended tutoring resources for English learners. Other tasks may include:

Analyze where each student is on the road to reclassification and be the safety net to ensure that a student remains on the pathway until reclassification status is met.

Provide expert transcript review, assess L1 performance to match intervention and resources.

Disseminate ELPAC practice exams and provide guidance on the task types.

Establish a process to determine CAASP EL specific and individual embedded and non-embedded supports for the assessments in 6-8 and 11th grades.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

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

Not applicable, SCOE does not receive Title IV funds.