

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

LEA Name

Contra Costa County Office of Education

CDS Code:

07100740120444

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

In determining the best use of our Title monies, we met with stakeholders in our School Site Council and identified areas of need and developed the following strategies:
Hiring additional staff to reduce the student to staff ratio, maintain a one to one computer ratio for all students, and provide additional training to staff about curriculum and practices to meet the unique social/emotional needs of our student population and increase student achievement.
Providing more focused data about student achievement and behavior, increased parent workshops targeted at building parent capacity and improving student support. Providing enhanced incentives and recognition for student success to build student engagement.

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.

Our SPSA Goals below describe our plan to use our Title funds:
1) Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement (Aligned to LCAP Goal #1)
Action S1.1 Social-Emotional Learning lesson plan development
Action S1.2 Provide incentives for effort toward local assessments
2) Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready. (Aligned to LCAP Goal #2)
Action S2.1- Fund Data Tech position
Action S2.2- Instructional Assistant positions
Action S2.3- Computer Software
Action S2.4- Maintain 1 to 1 devices
Action S2.5- Facilitate improvement activities
3) Foster parent involvement. (Aligned to LCAP Goals #1 and #2)
Action S3.1- Provide parent trainings
Action S3.2- Increase contact with parents
Our Title funds are a supplement to our LCFF base, supplemental and concentration dollars in order to meet the targeted 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(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.

FRPM

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:

Not applicable. LEA is a single-school district.

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).

LCAP Action- 1.5 Continue to support and update parent web page with resources, parent handbook and access about curriculum.

LCAP Action- 1.6 Continue to offer parenting workshops throughout the year with community-based agencies such as COPE.

Our CSI Plan will be developed in our Mt. McKinley School Site Council in Fall 2019. Our School Site Council will have parent/student/community representatives as well as be open to the parent community as a whole. Parent input will be gathered at these meetings as well as through our annual parent survey. Parent input will be considered in determining the objectives and services of our CSI Plan.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We hold an Annual Open House at our Byron Campus, send quarterly report cards, post relevant information on our website and field parent questions through our school office. Parent voices are valued in School Site Council, LCAP engagement meetings as well as parent conferences such as IEPs.

Staff from Youth Development Services (YDS) at the COE is coordinated with Mt. McKinley staff. YDS staff have full access to students and are able to streamline their enrollment in other programs such as WIOA by having them apply while still attending Mt. McKinley.

Our parent and family engagement policy is reviewed, revised and approved each year in our School Site Council. The policy is posted on our website and included in our annual notifications. LCAP stakeholder engagement meetings are held several times a year. Both as stand alone events and as integrated components of other school events. At both types of meetings we include agenda items related to sharing information about helping parents understand topics such as the challenging State academic standards, State and local academic assessments and how to monitor a child's progress and work with educators to improve the achievement of their children. We also garner input about what parents need to assist their children on the journey to academic success. Additionally, information about our curriculum is posted on the website including out CTE programs of Computer Science, Horticulture and Residential and Commercial Construction.

The County Office educates teachers, specialized instructional support personnel, principals, and 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. Parents are offered family counseling and parenting support classes free of charge through our Community Based Organization partner, COPE. Information about student programs and other activities is communicated to parents directly via US mail as well as through automated calls and the website. Translation both oral and written as well as other accommodations needed for meaningful participation is available as needed or requested. Staff are provided professional development about student's social emotional growth emphasizing the importance of a strong bond between home and school.

We do not currently have any parents and family members of migratory children but if we did, we would provide opportunities for the informed participation of parents and family members by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

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.

SWP and Neglected or delinquent:

Education services directed toward our Neglected and Delinquent students include:

Developing and Implementing Social Emotional direct instruction

Providing incentives and recognition for Academic Achievement

Employing Instructional Assistants and a Data technician to provide more targeted academic instruction

Purchasing computer-based intervention programs for student use

Employing a Vice Principal to provide more intensive student services

Providing parent trainings

Maintaining our school website to enhance information provided to parents

TAS: N/A

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:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

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:

SPSA Centralized Services Goal 1.2 Coordinate with McKinney-Vento Homeless and Foster Youth Liaison to ensure services are provided to eligible youth. Our YDS department provides direct services to homeless and foster youth across the county including:

Holding quarterly transition meetings for COE schools with the Principal or Director of the school, the County Office Education Liaisons, the Transition Specialist and the Juvenile Justice YDS Specialist to identify new 300's (to assess for AB 167, AB 12, mental health services etc.) and establish a transition plan for exiting 300's.

Working with the Transition Specialists at Mt. McKinley to ensure that upon release each foster youth is immediately enrolled in school and that school records are transferred to the school within two business days.

Having the FYSCP Education Liaisons attend Student Study Team (SST), IEP, 504 and disciplinary meetings, as needed, to provide information around trauma informed interventions to support academic success for the 18 school districts.

FYSCP will continue to plan and offer regional meetings to inform, support and build capacity with LEA, probation and CFS to implement school-based support infrastructure for foster youth intended to improve educational outcomes.

COE Education Liaisons will continue to meet monthly with the District Education Liaisons, who have 15 or more foster youth in their district, for identification, case planning, and referral for academic support leading to academic success.

FYSCP will establish ongoing collaboration and support policy development including establishing formalized information sharing agreements with child welfare and LEAs to support determining the proper educational placement of foster youth. FYSCP will review policies and MOUs regarding transfer, enrollment, placement, and course credit for foster youth.

Continue collaboration with CFS to co-locate and co-fund 2 CCCOE Education Liaisons in the CFS Regional office. These subject-matter experts work side by side with social workers ensuring that school of origin issues and academic needs are taken into consideration at every placement change.

FYSCP will facilitate the coordination of post-secondary opportunities for youth by engaging with systems partners, including but not limited to child welfare, ILSP, community colleges, career technical education, and workforce development providers.

Our Homeless reservation funds are used to fund our Homeless Program Manager, Supervisor, Specialists and Tutors who support our students in their enrollment, attendance and academic success through coordination of services as well as direct services.

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.

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP Action 2.5 Youth Development Counselor will Implement career interest presentations and lessons, and assess students' educational and vocational needs. Additionally, he will take students to local colleges, enroll students at local colleges, and provide job opportunities, internships, and apprenticeships for high school students.

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:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Contra Costa County Court School Program is part of the Contra Costa County Office of Education. The Program serves students from the eighteen school districts within the Contra Costa County area. Mt. McKinley School serves students who are housed in the Contra Costa Juvenile Detention Center in Martinez and in the Orin Allen Rehabilitation Facility in Byron. The students in our school are either incarcerated in detention awaiting the outcome of their court proceedings or outside placement or have been sentenced to the treatment program housed inside the facilities. The school is accredited by the Western Association of Schools and Colleges (WASC). Our Title 1D program includes the following components: funding for development of Social Emotional Learning Lesson Plans used across the school, funding for student incentives for increased academic achievement, funding for Parent Outreach mailings and website development, funding to maintain our one-to-one devices and funding for a Data Technician and Instructional Assistants.

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

CCCOE'S OBLIGATIONS.

In addition to its obligations set forth in Title 15:

1. Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession for students in the classroom and on the residential unit, as needed.
2. Ensure that substitute teachers have appropriate materials, instructions and credentials to conduct class in the absence of the regularly assigned teachers.
3. Ensure that substitute teachers have orientation training with school staff.
4. Provide on-going professional development and training to CCCOE instructional staff at JH and OAYRF related to the curriculum, instructional strategies, and student behavioral management.
5. Provide standards-based, board-adopted instructional materials and instructional technology.
6. Ensure that CCCOE policies regarding instructional materials, including instructional films, software, video, are followed by the teachers.
7. Develop an individualized learning plan (ILP) for all students who are enrolled for at least 48 hours.
8. Provide appropriate services to youth that have been identified with special needs (e.g., 504 Plan, special education, English language development, etc.).
9. Ensure that Individual Education Plans ("IEPs") for special education students are conducted in accordance with federal and state timelines.
10. Ensure that for all youth referred out of the classroom for behavioral reasons, a written report is submitted to the Probation staff on the same day as the incident.
11. Monitor student behavior and use appropriate measures in the classroom to ensure the safety of students and staff.
12. Provide instruction to students for a minimum 10 day average of 240 minutes of daily instruction unless excused for the following reasons:
 - a. Court appearances.
 - b. Meetings with attorneys.
 - c. Safety issues deemed appropriate by the JH and OAYRF Probation Directors, or their designees.
 - d. Other reasons deemed permitted by law by CCCOE.
13. Provide year-round instruction, Monday through Friday, excluding CCCOE designated/observed holidays, staff development days and the scheduled winter and spring breaks.
14. Complete yearly Title 15 County Superintendent of Schools evaluation of JH and OAYRF and provide the evaluation to the Corrections Standards Authority.
15. If Probation does not already have an executed copy, provide Probation with an executed copy of the "Release and Exchange of Information Authorization," signed by the parent or resident (if resident is over 18), related to the exchange of information among agencies providing services at JH and OAYRF.
16. Within two (2) days of beginning residence in the JH or OAYRF, enroll juveniles in the JCS.
17. Award credit for work completed by juveniles while enrolled in the JCS. For juveniles with short-term stays at the JH or OAYRF, partial credit will be awarded in minimum increments of .25 credit.
18. Review all juvenile files for determination of potential AB 167 qualifications for reduced credit requirements for graduation
19. Share all educational information on course enrollment, credits earned, and progress towards graduation with Probation Administration.
20. Act as a liaison with local school districts regarding any differences in opinion between the school district and the JCS regarding awarding of credit for juveniles while at JCS.
21. Maintain a list of school district contacts responsible for facilitation student's enrollment and placement upon release from JCS.
22. Notify districts of students release and facilitate transition meetings where appropriate and necessary.
23. Collaborate with relevant state and local education agencies.

PROBATION'S OBLIGATIONS.

In addition to its obligations set forth in Title 15 of the California Code of Regulations, Probation is obligated to:

1. Maintain safety and security at JH and OAYRF schools.
2. Provide appropriate classroom space.
3. Ensure adequate cleaning, maintenance and repairs to the classrooms.
4. Provide CCCOE with a daily list of residents.
5. Notify CCCOE of youth identified with particular needs and/or limited English skills, if known by Probation staff. This notification does not, in any way, obligate Probation to participate in "child find" pursuant to the IDEA and/or related California law.
6. Provide CCCOE school principals, or designees, daily access to logs or incident reports from prior evening which may affect student performance in school.
7. Provide CCCOE teachers and substitute teachers with two-way radios with batteries for safety and with classroom keys.
8. Make school intake packets available in the intake department and encourage parents to complete the school intake packets, including, but not limited to the "Release and Exchange of Information Authorization" described in paragraph II.14. Probation staff will forward completed intake packets to the school staff, if school staff does not

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:

Mt. McKinley School offers a comparable program of education for our students. Students are offered college prep as well as basic education and CTE courses. We offer A-G approved college prep courses in every subject the completion of which meet the eligibility for entrance into a University of California or Cal State. Our course offerings are outlined in our Board adopted Course of Study and our instructional materials are approved annually by our Board as well. Upon completion of the required 200 units of the High School educational program students are granted a high school diploma awarded by the County Board of Education. We work closely with our County Probation department to ensure that students have full access to a comparable education. We have a shared Behavioral Management System where students earn points across the day (granted by both probation and the school department). Since the implementation of this system in Fall 2016, we have enjoyed an excellent attendance rate in our school. Students time out of class is monitored daily and reported monthly to the whole school staff and specialized plans are created to ensure attendance for all students who do not have a perfect attendance rate.

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:

We have two Transition Specialists who assist youth with successful transition from the program. We also work closely with our Youth Development Services division to assist with work placement and other supportive services. Services provided include: help connecting to other agencies (work, school, mental health and community based), and expedited support with receiving educational records.

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:

Students returning to District from our facilities often struggle with substance abuse and trauma almost all have learning gaps from before their incarceration. Our COE convenes a Coordinating Council made up of Student Services and Attendance and Welfare Directors from each of the local districts. This venue is used as a conduit for information sharing as well as problem solving. Our YDS department also coordinates with Probation and the districts to support transition.

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:

Our COE convenes a Coordinating Council made up of Student Services and Attendance and Welfare Directors from each of the local districts. This venue is used as a conduit for information sharing as well as problem solving. We offer free one-on-one and family counseling to any student who has been enrolled in our Court School during the year. These services are provided by a non-profit called COPE. Additionally, all students are screened by Behavioral Health upon entry at Juvenile Hall and are provided with mental health services while incarcerated. All long-term student (90+days) are also offered Functional Family Therapy provided by Behavioral Health Clinicians and funded by Probation. The school employs 2 Transition Specialists who work with students to create a transition plan and also communicates with the family and receiving school to provide re-enrollment support upon release. The Youth Development Services division of the COE also employs Specialists who have unlimited access to our students while incarcerated and also follow up with students post release to help coordinate any needed services. We have a Multi-Disciplinary Team made up of Medical, School, Behavioral Health, and Probation which meets weekly to identify supports needed for the support of individual students. We have a Transition Workgroup made up of Medical, School, Behavioral Health, and Probation which meets quarterly to identify trends and barriers to our transition process and make recommendations to the individual agencies for improved service delivery.

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:

We offer credit bearing courses inside our correctional facilities through agreement with the local Community College District. Students are able to take the initial Orientation class required for all new Community College students while inside the facility. This allows them to be fully integrated into the system before leaving so upon release they can easily continue at the Community College. Through our association with Alameda County Office of Education and the CPT2 grant we were able to offer Community College classes live with in the facility in the area of Horticulture. Students in this course earned Community College credit and were instructed by a Community College instructor. Counselors from the Community Colleges come to the facility every quarter and present a series of workshops about Financial Aid and the Enrollment and Orientation process. Students from our minimum security facility also take field trips to the local Community Colleges. We also offer Computer Science, Building and Construction CTE courses which are taught by our own staff and are A-G approved. If the pathway is offered in their home school, students can use the credit earned while with us toward their pathway requirements. While incarcerated, all students are screened for participation in WIOA and students who qualify are contacted and offered services upon release through our YDS department. These services include subsidized work experience and case management support.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Increasing Parent and Family involvement is an areas of focus in our current LCAP. Our probation department fully cooperates with us to provide parent involvement in our School Site Council at both campuses as well as to host Open Houses at the Byron facility that coincide with visiting and allow the families to visit the classrooms and learn more about the school. We also provide free Parenting classes for parents through the local non-profit COPE. We have redesigned our website to contain more information for parents and send home regular progress reports about student progress. When students are with us, we help them make a solid plan for their future by way of our Individualized Learning Plan and revisit that plan with students every 90 days. Students attend school regularly while incarcerated and benefit from our small class size (max 20 students:1 teacher) and enhanced staffing (in addition to teachers we have instructional assistants in every class as well as tutors assigned to caseloads based on current academic levels. Our students always leave us with a better trajectory toward graduation than they come to us with. About 30% of our students have IEPs and we invite parents to IEP meetings both within the first 30 days of enrollment and on the regular annual and triennial schedule. IEPs are held in person around a table in the Visiting Area and parents may attend by phone if they are unable to attend in person. 66.67% of parents report a positive sense of safety and school connectedness in our most recent parent survey.

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:

Our close collaboration with our YDS department provides seamless transition from our facility to WIOA and other jobs and transition programs by way of case management and ongoing data tracking and reporting. YDS staff are given full access to our students who are incarcerated. Each and every student is screened for eligibility and upon release a YDS case manager will reach out to them and initiate an orientation. We hold quarterly meetings with the Site Administrators and Manger of Youth Development Services to make sure we have process in place for identification and to review data about outcomes.

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:

The school department transition staff works closely with the field probation office in assisting transitioning youth upon release. This includes regular report sharing about school reentry status as well as individual consultation and collaboration for students. Long term students (90 days +) are often released on parole and have an ankle monitor for 90 days. This increased supervision and accountability helps provide a scaffold for reentry. Additionally, we have a Youth Development Specialist who is assigned to work directly with Probation on transition. This staff person attends a transition meeting with the PO and the student and also communicates directly with the receiving district to ensure a smooth transition.

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:

When a student arrives at Juvenile Hall we work to quickly obtain their educational records. We reach out the first day the student arrives. In addition to checking CALPADs students also are asked to self report about their school history to make sure we obtain all records of completed work. When a student leaves, we respond promptly to records requests and track and follow up on students who have not re-enrolled in school after release. We check CALPADs and follow up with districts when we see a student has not re-enrolled. We also fax notifications of exit to the district. All of the Districts in our County use SEIS which greatly aids in the timely and complete transfer of SPED records.

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:

When a student is struggling to be successful in a district placement there are several County-run programs that can be utilized to find a schooling option for the student. We have a countywide Community School that provides placement to students who would do better in a smaller environment and/or are unable to return to their home school due to expulsion. A district can refer a student to the Community School, by sending a referral. The referral is reviewed by the Principal. From there, an intake meeting is set and the student completes a registration packet. If the student has an IEP, there is a consideration of those needs and either an interim placement form is completed or an IEP is held to consider a placement change.

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:

The County Office of Education provides coordination of multiple teacher support programs and budgets (Peer Assistance and Review, Teacher Induction, and New Assignment Mentor Support) to provide mentors and related assistance to teachers to improve their skills, clear their credential, successfully begin or adjust to a new assignment. These activities will allow teachers to be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. These activities will also support teachers as they provide access to the academic content and performance standards adopted by the state board. Appropriately credentialed teachers can better enable English learners access to the California State Standards and the English Language Development standards for the purpose of gaining academic content knowledge and English language proficiency.

The County Office of Education coordinates Administrative Leadership Program which supports new administrators by providing mentoring support to clear administrative credentials. In addition to the ALP, Leadership Team meetings are held quarterly to address state and local initiatives. Individual guidance and mentoring is provided to principals and other school leaders by the senior leadership at the COE. The County Office of Education offers a variety of professional development opportunities related to curriculum, pedagogy and leadership development.

At our court school, we use our WASC, SPSA and LCAP goals to determine the yearly Professional Development priorities and plan our yearly calendar to provide each group of staff with the appropriate training. Our outcomes are measured through our Annual Measurable Outcomes aligned with each LCAP goal. This past year's focus has been on trauma informed practices and culturally responsive pedagogy. COE curriculum experts lead the develop of content knowledge to support the implementation of the California State Standards. Surveys are collected at the end of each professional development opportunity and feedback is used to adjust the content and format of future offerings. These systems support teachers, principals and other school leaders throughout their careers. We anticipate seeing an increase in pupil achievement as measured by the Statewide and local assessments, and by the percentage of English learners who make progress toward English proficiency as measured by the ELPAC.

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:

Mt. McKinley is the only school in the LEA and serves a population where 100% of children are counted as Neglected and Delinquent.

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:

Data is reviewed on an ongoing basis by the School Site Council, the LCAP advisory council, the English Language Advisory Council and the LCAP Stakeholders. These groups are comprised of school leaders, teachers, classified staff, parents and students. A variety of state and local measures are reviewed. The student outcomes addressed in the data are then linked to actions and services provided with state and federal monies. These actions and services are then evaluated for efficacy and impact and then continued, modified or eliminated. Evidenced based actions and services are aligned with goals to improve student outcomes.

The LEA consults with content area experts at the COE to continually update and improve actives supported under this provision. Adjustments are made to the system based on teacher, principal and school leader feedback and are aligned with students needs and school and state initiatives.

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:

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:

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

We conducted a needs assessment conducted with staff, students, parents and community members as part of our LCAP and SPSA development. We identified the appropriateness of applying for Title IV funds and later developed a plan for our allocated Title IV funds. Our plan aimed to meet our identified needs of increasing our graduation rate by enhancing our program of study in two ways:

- 1) provide coaching and lesson planning support from UC Berkeley History/Social Studies Project to increase engagement and help align our academic program with the History/Social Studies framework.
- 2) provide increase opportunities to support students' social-emotional and career readiness through increased activities in college and career readiness and mental wellness.

We plan to give the California Healthy Kids Survey annually and use the results to measure progress. We will use these results to measure of effectiveness of our plan. The effectiveness of these activities will be monitored through our School Site Council and the expenditures will be tracked along with our other Title funds. The program progress will be reported quarterly to the Director of Student Programs by the Principal.