

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

LEA Name

Marin County Office of Education

CDS Code:

21 10215 0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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.

Marin County Office of Education uses all Federal funds to supplement and enhance our priorities and goals within the LCAP. The LCAP is used to provide consistency and base to our Marin's Community School program for Alternative Youth, in addition to capturing our responsibilities and dedication to all homeless and expelled youth across our county. Our Title IA and ID funds have been invaluable in complimenting the work that we are doing within our program to provide direct academic and social-emotional support to our students - who experience a high degree of trauma and have found attending school challenging. Additionally, we have been able to augment and enhance more in-depth professional development to our staff in both of these areas. The focus to support at-risk students has been on strengthening our culturally relevant practices in a trauma-informed school setting.

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.

Marin County Office of Education aligns resources by first assessing the needs of students and staff. We have recently completed both a WASC visit and a Federal Program Monitoring visit - both yielded invaluable information, data, and insight. These processes allowed us to modify some of our priorities, particularly as it relates to our EL students and families. Our LCAP for 19-20 will reflect some of these slight modifications - similar to a road map that will lead us to a more in-depth and systemic change in the subsequent year LCAP. These assessments allow us the opportunity to further understand how to adjust our program so that our students - some of the most fragile in our school system - receive what they need to be ready to graduate and attend college or begin the road to a career.

The majority (more than 75%) of our students would be classified as being from low-socioeconomic households with an additional percentage of students that are English Learners. Marin's Community School has undergone a recent transformation of our academic program. Our local data is extremely valuable as a tool to measure success or needs. The California School Dashboard, while an important tool, does not yield data sensitive enough to create programming. Our student population is lower in number and can be described as transient at times with students returning to districts sometimes in the middle of a school year. As a result, the Dashboard does not always yield accurate data. All this to say that our program is encapsulated within our current LCAP goals, actions, and services with some more recent modifications. We are encouraged by the recent assessments (WASC and FPM) as they provided us an invaluable opportunity to step away and look at the needs of our students, using an organized systematic approach. The way we utilize our funds, local, federal and state will be to continue to braid them to support or students. Because of our size, we have a combined School Site Council, LCAP Advisory and ELAC. The intent of this group is to look holistically at the needs of the school and student programs. They will continue to provide this oversight to the direction of funding using the WASC recommendations and those relevant program items for the Federal Program Monitoring visit, as well as the review of the annual update in our LCAP.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <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.

Marin County Office of Education and Marin's Community School uses Free and Reduced Meal Program as the measure to identify low income students.

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:

Our LEA comprises our Alternative Education programs – Marin's Community School, a county-community program, Oracle Independent Study, Juvenile Hall School, and the jail. Over 75% of our students qualify for free/reduced lunch, and we serve over 85% of students of color. Any teachers we hire (four in 2018-19) must be effective for our low-income and minority students, as they make up the overwhelming majority of our student body.

As an alternative education program in California, we are permitted to hire teachers who do not have CA credentials in their subject areas but can be certified through the Verification Process for Special Settings (VPSS). With the reauthorization and update of the ESEA to the ESSA, the State is currently revising the VPSS process. Nevertheless, our job announcements and hiring guides state a preference for single-subject credentials to ensure we have the most effective teachers possible. Two of our four teachers do have single subject credentials, our math teacher is in the PIP program to earn her credential, and our SPED teacher is in the STIP program to earn his.

To ensure our teachers are effective, we carve out a lot of professional development time during the summer as well as on "expedition days" when students are off campus. Teachers also receive weekly coaching to meet their individual professional goals centered on our strategic priorities for the year.

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:

Family and parent engagement continues to be a key priority – to empower families to navigate the system, support their youth, and to activate their involvement in ways that work for them. To that end, we organized our budget to create and hire for a new position, Family Empowerment Specialist. This position is designed to provide support and opportunities for parents to engage more fully in the education system as well as to support the progress of their youth.

We built a parent education series with input from key parents as well as our community partners. Through this series, we continue to engage families in developing and monitoring key school goals, and elicit feedback to shape our work.

Through our parent education series, we implemented sessions about our competency-based system, and how parents can use our learning management system to monitor progress. We communicate progress with ongoing phone calls and texts, as well as through quarterly progress reports that show growth and competency. Other sessions included drug awareness and mental health issues that might be preventing students from accessing their educations, with support and resources offered through our community partners. All information sent out (including text messages) was in Spanish as well as English, and the meetings had translation for those who need it.

We link our Parent Involvement with our LCAP stakeholder process through our joint ELAC and School Site Council meetings that align with other parent events. Our school serves students from throughout the county, and it is often difficult for parents to attend multiple events. To build participation, we start events with a review of our goals and progress and also get input for proposed changes or additions. We host Pot Luck meals and BBQs on those dates as well, to encourage whole families to attend.

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:

We operate as a schoolwide program with over 75% of our students eligible for Free and Reduced Lunch.

At our county day school, we convene a small case review team that looks at the achievement and social-emotional well-being with all students at least bi-weekly. The case review receives referrals from the staff from weekly staff debriefs about students, as well as from community partners. We are in contact with Probation Officers, Probation Mentors, Wrap Team Members and other supporters of delinquent children. (Goal 1, Action 2). To this end, we have a higher percentage of students that move from our program in the juvenile facility to our base program. These students receive the benefit of continuity of program with the reviews that take place with the base following them to the juvenile hall program when the student situation finds him/her incarcerated. The staffs of both programs operate in sync to ensure continuity.

Our Juvenile Court programs provide cases reviews for all students. This facility is not a long term facility, with the average stay under 13 days.

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:

Our program helps students develop individual plans for success, and individualizes instruction for all students, including homeless and foster youth. We enroll students in individualized courses through our learning management system, and through competency grading system are able to extend time on assignments and projects as needed. Through this process, every student has an individualized pathway for success. We also help families identify students who would benefit from additional services through our Homeless and Foster Youth Coordinator.

The LEA will provide homeless children and youths the following support and services in coordination with the McKinney-Vento Assistance Act:

- 1) The LEA will enlist support from a Homeless Youth Liaison to ensure immediate enrollment of all homeless children and youth into the appropriate MCOE programs.
- 2) The Homeless Youth Liaison will track attendance, academic achievement, and access to offered services for all homeless children and youth attending MCOE programs.
- 3) Provide transportation for any homeless children or youth attending an MCOE program and living outside of the district of residence.
- 4) Provide tutoring services for any homeless child or youth in need of extra academic support.
- 5) Provide financial support for any fee-based afterschool activity.
- 6) Provide toiletry and other hygiene products for students and their families.
- 7) Provide supplementary food, when needed, throughout the school day.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We serve 7th-12th-grade students who have been unsuccessful in their home Districts for a wide variety of reasons.

Students who come to us in Middle School almost always have a goal of returning to their District for High School. We support their transition by focusing on helping them develop social and emotional skills, in addition to academics, that will facilitate their return to Districts. We also communicate with receiving districts to ensure that they understand what the strengths and areas needed for support are for every student.

We also provide support and guidance for students who will stay with us through high school and move on to post-secondary training, college, or employment. We have a staff member dedicated to supporting students in developing short- and long-term plans for graduation and beyond, and we work with many partners who support internships, job shadows, tours and other opportunities for exploring what is next.

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:

Not Applicable.

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:

Our juvenile court program for incarcerated youth program receive Title I D funds. These students as mentioned in a previous section are frequently also enrolled in our base program at Marin's Community School. As such, we have created a program that provides supports braided with both Title IA and ID with local and state funds to ensure continuity of service and education.

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:

MCOE provides the educational programming for incarcerated youth in Juvenile Hall supported by an MOU. Instructional programming and materials are also provided. Mentoring services to address recidivism rates and prevent incarceration are also provided.

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:

Marin County Office of Education staffs the Juvenile Hall program with a teacher who uses curriculum that is flexible to provide students appropriate levels of work in the areas of English Language Arts, Mathematics, Science and History Social Science. Students that are placed in this facility are considered more short term - with the average length of incarceration up to 13 days. Every effort is made to engage students in maintaining their focus on their studies.

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:

Marin's Community School is a county day program that serves 7th- through 12th-grade students from around the county and operates in tandem with Phoenix Academy Charter School, Oracle Independent Study, and Loma Alta/Juvenile Hall. This LCAP represents Marin County Office of Education's Alternative Education program, which includes all programs listed, including the Phoenix Academy Charter program. Our mission for our program is to empower each other to follow our passions and lead purposeful lives. Our vision: We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real-world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

We began a redesign of our academic program in the 2018-19 school year. While our essential goals have remained the same, some of the action steps and metrics have been revised. Our new academic model blends standards-based, integrated, project-based learning with mastery-based grading. Students develop content knowledge, and important academic and social-emotional skills to ensure success in whatever path they choose upon graduation. We engage students by helping them build mastery, autonomy, and purpose in their flexible learning opportunities. The culture of high expectations is supported with deliberate cultivation of relational and restorative practices that allow us to support each individual in his or her academic and social-emotional needs. Through an extensive assessment and data-collection system, currently supported by the PowerSchool Learning Management System, we develop individual pathways for every student to meet their goals. While this is our long-term vision for the school, we started the process with incremental steps toward that end.

Our staff are highly engaged in this work. We have been able to hire bilingual and bicultural individuals who serve as role models and mentors to our students.

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 students are referred by various sources, the county probation department, the school attendance review boards, and local districts. Some of our students stay for a short time - a semester or less - and some decide that our small, personalized setting is best for them and decide to stay. Over the next three years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Our students are mostly from underserved communities, and as a result, they need high levels of support and resources to enable them to have more opportunities for success.

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:

We have an MOU with Marin County Probation to provide an on-site therapist who assists students with transitions between juvenile hall and our day school program. The therapist also manages referrals to outside agencies for support in parenting, childcare and other related needs. In addition, we partner with Bay Area Community Resources and Marin Community Clinic to provide group and individual therapy around substance use and immigration.

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:

MCOE and Marin's Community School partners with College of Marin to facilitate co-enrollment in courses for both transferable credit and vocational technical training.

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:

See above.

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:

This is a not a long term facility. Students on average remain incarcerated for up to 13 days. Those students that return to our alternative education program at Marin's Community School are provided educational programming that includes college and career counselling, and connection to internships with the assistance of MCOE's CTE program.

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:

Through the MOU with Marin County Probation, we have a Juvenile Probation Officer assigned to our school part time. She helps students navigate the terms of their probation, as they work to stay on track to make educational progress. Other Probation Officers visit the campus and talk to the students they are supervising as well as other students.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school secretary downloads the juvenile hall attendance every day, and relays information about students with IEPs to the Program Manager at MCOE. The Resource teachers serves the IEP needs of the students at the day school and at juvenile hall, facilitating a smooth transition between the two programs. If an incarcerated students returns to his or her home district for school, the Resource teacher communicates progress if applicable, depending on the length of incarceration.

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:

MCOE alternative education program is by definition an alternative education program. Students who have not been successful attending school in their district of residence come here in an effort to catch up on credits and potentially work toward graduation. These students are otherwise expelled from their home schools and have an opportunity to continue learning in a setting that offers individualized learning.

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:

Marin County Office of Education's Title II funds are allocated to leverage high-quality teaching and learning professional development goals to build and sustain the capacity of teachers and school leaders to ensure student success. Our educators and leaders across both student programs (alternative education and special education) have been able to access professional development to enhance student learning. More specifically, Title II funds have been used to augment the cost of both Crisis Response to Intervention training for our teachers as well as participation in professional development designed to assist with equity and racial bias. Both of these programs are part of our systemic look at how to work most effectively with our student populations so that they thrive in spite of any challenges they may be facing.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The WASC process outlined what is needed for our educators to work most successfully with our students. We will be following those recommendations to further develop our skill set with our students most specifically in the social emotional arena where they demonstrate some significant challenges. Our priority is to ensure student and staff safety as well as social emotional well-being for our students.

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:

Because of the smaller size of our alternative education program with a student population that demonstrates challenges with attendance and participation, we will continue to rely on our internally developed data that is more sensitive to guide our needs for professional development. To this end, we also rely heavily on our collaborative relationships with outside agencies that work with our students to ensure that we are maintaining careful attention to where our needs lie. Attendance, participation rate, and behavior data gathered internally provide us more detail than solely relying on the California School Dashboard.

Our special education programs also rely more heavily on internal data to help us guide the need for activities for professional development to support student success. Behavior data and attendance tracking will continue to offer us the most useful and relevant tool.

In both student programs, the monitorization of the behavior data will help guide and monitor professional development goals. Administration teams will review intervention data quarterly to monitor.

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 goal of professional development associated with providing effective teaching for our EL students will be to continue to improve the skill set of the entire staff in using those research-based strategies for EL instructional programming. Our alternative education program will be following the WASC recommendation to improve and enhance EL programming. Part of this work involves developing an equity lens; understanding your implicit bias around race and then developing culturally relevant lessons that are meaningful.

Additionally, because our students have not always found the educational environment rewarding, our students are frequently referred to us because of chronic attendance issues. They are frequently lacking in credits as well as adequate assessment to determine their level of literacy. We will work with our community liaison as well as parent and family community to increase participation rates in all testing but most specifically those for language assessment.

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:

Our program typically would not be addressing immigrant students. We typically receive students that are referred after a period of time in their district of residence. That said, if we were to receive immigrant youth, they would be provided the opportunity to participate in all relevant activities to enhance learning and developing in schools in California. All students as a part of the alternative education programs receive learning programs and opportunities to earn credit toward graduation and/or return to their home district.

We do not receive additional funding for immigrant students.

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:

Our WASC program findings as well as the Federal Program Monitoring process identified gaps in our EL programming. While all EL students receive integrated ELD, there is a need for designated. Our Title III funds will be used to assist in this portion of the EL student programs. Staff will continue to receive training on the implementation of research-based English learner instructional programs throughout the school day using the California English Learner Development Standards. Alternative education program staff will ensure that teachers have resources to ensure that all students have access to the core curriculum. Teachers receive training at regularly scheduled staff meetings on a myriad of topics, most specifically how to support our EL learners in their individual programming. We have also hired additional staff in an effort to allow more designated ELD time.

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:

MCOE makes every effort to closely monitor English learner students' language growth and development toward being fluent. There continue to be important obstacles to our efforts that we navigate - namely attendance and participation. Students are not consistently demonstrated that they find value in participating in testing and as a result come to us with incomplete assessment records. While we do what we can to provide them the understanding of the value of the assessment, attendance, and participation in our setting continues to be an issue. Every effort is made to not only encourage participation but when possible to access other means to assist in redesignation. Because of the nature of our program, many of our students move back to their district of residence across a school year. Our ability to effectively track the progress of students is variable. All records of assessment, coursework, etc., follow the student back to their district of residence.

As indicated above, we use a variety of means, including standardized assessment when available to ensure students are receiving high-quality language instruction that is both rigorous as well as sensitive enough to adjust to the individual language needs.

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:

Based on assessment of needs, Title IV Part A program plan includes the following activities/elements.

B) To ensure that all students have access to engaging learning opportunities, we partner with SideKick. Teachers work with students to ascertain their interests related to the core subjects, and SideKick connects us with local professionals to understand a real problem related to that subject. SideKick then works with the professional and our teachers to develop a project-based learning opportunity, incorporating key Common Core and NGSS standards. They also partner with us for PD around that project.

D) SideKick local professionals use Skype or come talk to the students in person, and follow up with communication with students through Google Docs and Email. Students learn the technology skills to facilitate this communication. In addition, have three computer carts so that students have access to 1:1 computers in all of their classrooms.