

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

LEA Name

Yolo County Office of Education

CDS Code:

57105790000000

Link to the LCAP:

(optional)

<http://ycoe-ca.schoolloop.com/file/1542443150416/1537515268846/4136924173825083713.pdf>

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.

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.

YCOE has taken a comprehensive approach to budget and the strategic planning that is required by the LCAP. Federal funds are used along with state funds in support of Goals 1, 2, and 4. Federal funds are being used to fund positions that directly correlate to student social-emotional health which influences academic achievement and attendance. Decisions for the use of federal funds were based on the unique needs of youth served in the court/community school setting, including references to the research published by Search Institute, ex. 40 Developmental Assets, the National Dropout Prevention Network, and the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (Transition Toolkit 3.0, December 2016).

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.

As described above, federal funds (Title 1, A & D) are used along with state funds in support of Goal 1, 2, and 4. Title II funds are used to support teacher induction program.

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.

N/A- As a County Office of Education, we do not have any school attendance areas.

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:

*All data collected from Dataquest, CALPADS, and Human Resources.

Yolo County Office of Education's student population is characterized by low-income and minority students. As such, all teachers serve these student populations. In addition, 100% of our teachers are appropriately placed and possess proper credentials. YCOE continues to provide professional learning experiences including in the areas of English Language Development, culturally relevant pedagogy, and trauma-informed practices to our certificated staff.

YCOE Alternative Education staff reviewed the information on teacher assignments in Cesar Chavez Community School and Dan Jacobs School along with the student demographic data and determined that there were no disparities that resulted in socio-economically disadvantaged students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

YCOE Alternative Education defines ineffective, inexperienced, and out-of-field teachers using distinct criteria which included elements from the Fall 2017 ESSA Educator Equity Best Practices Guide. The definition of ineffective teachers was based on the California ESSA Educator Equity State Plan and the Yolo County Office of Education's certificated employee performance review. California's ESSA Educator Equity State Plan defined an ineffective teacher as one who is misassigned based on credentialing or teaching without a credential. The teacher evaluation included the California Standards for the Teaching Profession. The definition of the inexperienced teacher was based on California's classification of a teacher with less than two years of teaching experience (2017, ESSA Best Practice Guide). An out-of-field teacher was defined as a teacher who was not highly qualified based on credentialing.

Socio-economically disadvantaged students were defined as those who were eligible for the free/reduced-price lunch program. Minority students included African American, American Indian/Alaska Native, Asian, Hawaiian/Pacific Islander, Hispanic, or two or more races.

Data on teacher effectiveness, experience, and assignments are reviewed for Cesar Chavez Community School and Dan Jacobs School in the spring of each year as a part of the LCAP development process in collaboration with YCOE's Human Resources Department. In the YCOE Alternative Education community and court schools, all full-time teachers possessed a general education credential (multiple subject or single subject). All teachers also possessed certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292). Teacher assignments are reviewed by school administration to ensure that there is a balance of experienced teachers and those that are new to the profession at Cesar Chavez and Dan Jacobs. The teacher induction program continues to be available for new teachers and ongoing coaching support is provided to both newer and veteran teachers.

YCOE Alternative Education engages all stakeholders in the process of evaluating and addressing educator equity by reviewing data at LCAP Stakeholder Meetings and through a continuous improvement process. The Stakeholder groups include a diverse make-up of employees across multiple departments as well as parents, students, post-secondary and community leaders, and community-based organizations. As a group, stakeholders regularly review data, draw possible root causes, and address inequities.

YCOE Alternative Education will address any disparities discovered during the data analysis process to ensure our low-income and minority students benefit from the same high-quality teachers that are available in other YCOE programs. Should any disparities arise, they will be addressed through local governance, School Site Council, or the LCAP Process. This may include, but would not be limited to, a review of teacher recruitment and retention practices, a review of evaluation processes, and reassignment.

Summary

Data:

Cesar Chavez Community School

- 90% Minority Students
- 65.8% Low Income
- 0 ineffective, out-of-field, and inexperienced teachers

Dan Jacobs School

- 100% Minority Students
- 0% Low Income (Not applicable as students are incarcerated)
- 0%, out-of-field, and inexperienced teachers
- Are low-income students taught at higher rates than other students by ineffective/misassigned teachers?- No, they are not.
- Are low-income students taught at higher rates than other students by out-of-field teachers?- No, they are not.
- Are low-income students taught at higher rates than other students by inexperienced teachers?- No, they are not.

- Are minority students taught at higher rates than other students by ineffective/misassigned teachers?- No, they are not.
- Are minority students taught at higher rates than other students by out-of-field teachers?- No, they are not.
- Are minority students taught at higher rates than other students by inexperienced teachers?- No, they are not.

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).

The Parent and family engagement policy is addressed in our student handbook which encourage family participation throughout the educational experience. Additionally, parent and family engagement is addressed in YCOE LCAP Goal 2. Parents are valuable contributors to our School Site Council which develops our School Plan for Student Achievement in compliance with ESSA and California's CSI system.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCOE leverages multiple opportunities for parents to partner in their student's educational experience including training for families in technology, parenting skills, homework assistance, substance abuse, communication, immigration rights, and academic support. Families participate as stakeholders in the development of the LCAP through the School Site Council, and Parent Advisory Committees. Materials are available to families in their native language as appropriate.

The YCOE Alternative Education parent engagement policy and activities are created with input from parents and staff. Parents and staff provide input during School Site Council meetings, English Learner Advisory Committee (ELAC) meetings, and LCAP stakeholder input meetings. YCOE Alternative Education implements systems of communication, involvement, and decision-making for parents and/or guardians to ensure that students experience success in school. YCOE Board Policies 5020-5022, Parent Rights and Responsibilities, and 6020, Parent Involvement, detail the shared responsibility between the County Office and parents of providing students with a high-quality education. School staff work with parents on the academic, physical, behavioral, and social-emotional welfare of students at each school site, including the means by which the schools and parents and/or guardians can help students achieve academic and other standards of the school. Parents and/or guardians have the opportunity to work with schools in a mutually supportive partnership and to help their children succeed in school. The YCOE central office and school staff ensure that all parents and/or guardians who speak a language other than English are properly notified in English and in their home language of the rights, responsibilities, and opportunities available to them pursuant to Education Code 48985. Other reasonable accommodations to ensure full parental/guardianship participation are also made available as needed (transportation, sign-language interpreters). Parents and families of migratory children meet with the school administration upon entry/re-entry to the school to assist with educational transition and consistency. These information items and policies are distributed via the website, annual notifications, and parent/community events.

YCOE Alternative Education and Equity and Support Services at the central office provides coordination, technical assistance, and support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance based on parent feedback such as the results of our annual California Healthy Kids Survey. Schools implement consistent and effective communication with the home so parents may know when and how to assist their children in learning at home.

Communication with parents and/or guardians takes many forms to ensure that families are well-informed of school activities and students' progress. The Annual Notification of Parent Rights and Responsibilities is provided to families at registration each year along with the student handbook, Technology Acceptable Use Policy, and other information that supports parents to understand the programs and to be part of the education of their students. Communication on school activities, meetings, and important events is provided through an automatic telephone system. All written materials are translated into Spanish. Teachers contact parents to discuss attendance, behavior, and student concerns or accomplishments. Teachers and administration communicate with parents and/or guardians through formal and informal conferences, at Back to School Nights, and during the frequent parent/student involvement events.

YCOE values parent contributions and works in conjunction with parents to educate teachers, specialized instructional support personnel, principals, and other school leaders, regarding 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 through weekly staff meetings, multidisciplinary team meetings, child and family team meetings, and through the training on stakeholder engagement through the LCAP process. Additionally, the staff reflect on the results of the California healthy kids survey and discuss how and why parent engagement with the school is important and what strategies could be in place to engage parental units when biological parents are not available.

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.

YCOE Alternative Education operates Title I Part A targeted assistance schools in the Community School and Court School. Title I Part A funds are used to provide support staff (para educators, academic and mental health counselors, and youth advocates) and supplemental formative assessments, instructional materials, professional development, academic/instructional interventions, MTSS, post-secondary transition programs, behavioral/mental health services, parent engagement, and after school tutoring and enrichment programs.

Cesar Chavez Community School provides a comprehensive instructional program for students who have been referred by their district of residence or by Yolo County Probation. The Executive Director of Equity and Support Services, in conjunction with the 5 school districts in Yolo County, developed the countywide plan for providing education services to expelled students with the county pursuant to Education Code 48926. Cesar Chavez Community School program services the educational needs of a unique and diverse student population for grades 7-12 in classroom-based and Independent Study. Cesar Chavez Community School includes classroom-based and independent student instructional models. The instructional program is based on the California Common Core State Standards as well as research-based, relevant learning activities that include project-based learning, culturally relevant learning, and Positive Behavioral Support Interventions with restorative practices. Students also have the opportunity to complete the High School Equivalency exams (Hi-SET or GED) as an alternative to a high school diploma.

Dan Jacobs School provides a comprehensive instructional program for students in juvenile facilities operated by Yolo County Probation. Dan Jacobs serves students who are awaiting a court hearing, serving custody time, and awaiting placement at a treatment facility or are being provided treatment in a secured facility. Students at Dan Jacobs are under the supervision of the Yolo County Probation Department. Dan Jacobs enrollment is reflected in the number of youth detained in the Yolo County Juvenile Justice system. YCOE Alternative Education provides state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. Dan Jacobs is in session year-round and daily classroom-based instruction for students in grades 7-12 is a minimum of 300 minutes per day Mondays, Tuesdays, Thursdays, Fridays, and 270 minutes on Wednesdays. Dan Jacobs School exceeds the state minimum required for court school daily instruction which is 240 minutes. The instructional program is based on the California Common Core State Standards as well as research-based, relevant learning activities that include project-based learning, culturally relevant learning, and Positive Behavioral Support Interventions with restorative practices. Students also have the opportunity to complete the High School Equivalency exams (Hi-SET or GED) as an alternative to a high school diploma.

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:

Teachers and school leaders use the CA MTSS Framework to define universal supports and educational programming for all youth, as well as to identify youth in need more intensive services. Parents, paraprofessionals, other specialized instructional support personnel, and youth are consulted regarding the process of identifying youth most in need of services as part of the Individualized Learning Plan process.

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:

With our Title I part A, Homeless reservation, the following services are provided under YCOE LCAP Goal 3. YCOE is committed to the continued improvement of the coordination of services for homeless students ensuring that homeless students have full and equal opportunity to enroll and succeed in their educational placement. Eligible students are identified as McKinney-Vento through the registration packet during the enrollment process. In the first 30 days of placement, during the Individualized Learning Plan meeting, McKinney-Vento students are referred to the appropriate resources and services to provide education case management, transportation assistance, and outside referrals for stabilization. Homeless services are provided to all McKinney-Vento students, ensuring they can fully participate in school activities and programs for which they are eligible. The YCOE Foster Youth Homeless Liaison works with school personnel and outside agencies to coordinate a shared, countywide CFT (Child and Family Team) process including training, attendance tracking, and assessment for social-emotional needs.

YCOE Alternative Education administrators and staff annually review policies and practices that may act as barriers to the identification, enrollment, attendance, and school success of homeless children, including barriers due to outstanding fees, fines, or absences. Additionally, homeless parents, youths, and advocates are given the opportunity to provide regular input on policies and practices related to homeless youth to ensure that homeless youth receive the free, appropriate education to which they are entitled. Parents and stakeholders are invited to provide input on homeless policies and regulations at countywide LCAP Stakeholder meetings, School Site Council Meetings, English Learner Advisory Committee meetings, District English Learner Advisory Committee meetings, and Parent Advisory Committee meetings.

The Annual Notification of Parent Rights and Responsibilities are distributed to all parents and students at the time of enrollment and are reviewed and revised annually. The process of reviewing and revising policies includes a review of school discipline policies that may disproportionately impact homeless students, including those who are also children and youths of color; those who identify as lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ); English learners; and students with disabilities. Homeless children and youths who are eligible children with disabilities under Part B of the IDEA or qualified students with disabilities under section 504 of the Rehabilitation Act of 1973 (Section 504) retain the rights and protections of those laws, including their right to receive a free appropriate public education (FAPE). All homeless youth enrolled in Cesar Chavez Community School or Dan Jacobs are offered the same free and appropriate public education that is provided to non-homeless students. Homeless youth are immediately enrolled, regardless of lack of academic and medical records. All staff is fully trained in order to identify and assist homeless youth with enrollment and are trained on the policies and requirements related to the education of homeless youth. A Foster/Homeless Program Specialist and Outreach Specialist provide indirect and direct services to students who are identified as foster or homeless.

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:

Our administrative team works closely with YCOE College and Career Readiness staff and community partners to provide transition services. These services can include, resume and job application preparation, college registration support, and financial aid application support.

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:

YCOE operates court and community schools. Title I, Part D funds are used to provide a youth advocate to work with youth, families and staff to engage youth in school and pro-social behaviors. Additionally, these funds are used to provide access to a passenger van to remove access to transportation as a barrier to attending school and/or school-related events for students.

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:

A Memorandum of Understanding between the COE and County Probation Department for implementation of the education program at the Juvenile Detention Facility is in place.

The MOU consists of policies and procedures to ensure communication and coordination between educational staff and probation staff. The educational program and the probation department collaborate to transition students to and from the court school. Both parties have access to records, as needed and appropriate, to ensure student success. The mutually developed goals and objectives that are outlined below are reviewed annually.

The COE will:

- Provide to minors housed at Juvenile Hall instruction, as required by applicable laws and regulations, by teachers credentialed pursuant to the California Standards for the Teaching Profession.
- Ensure the COE staff have appropriate curriculum and materials to conduct class in accordance with standards set forth by the State Board of Education. Provide ongoing professional development to COE instructional staff related to curriculum and instructional strategies.
- Provide common core state standards-based Board of Education-adopted instructional materials and instructional technology.
- Ensure that COE and Probation policies regarding instructional materials including instructional films, software, video, and the use of technology are followed by COE staff. Identify youth with special needs, such as Special Education, 504 Plans, and English Learners, and provide appropriate services to youth.
- Ensure that IEPs are conducted or completed by federal and state timelines. Invite parents/legal guardians to IEP meetings. Provide an academic multi-tiered system of support for all students.
- Notify the Juvenile Hall Superintendent, or designee, of any students who have special needs due to an Individualized Education Plan (IEP), 504 Plan, or English Learner.
- Ensure that each youth who is referred out of the classroom by COE staff as a matter of discipline, that they receive due process rights and that a written incident report is submitted to the designated Probation Department staff by the end of the school day.
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement with the Juvenile Hall Superintendent. Provide a minimum of 240 minutes of instructional time daily at the court school, within a mutually agreeable schedule.
- Provide year-round instruction Monday-Friday excluding COE holidays and staff development days, as delineated on the calendar distributed annually.
- Ensure that following a minor's release or transfer from Juvenile Hall, educational records are immediately forwarded to the next educational placement.
- Per State accreditation rules, provide academic credit for all course work completed while students are in the court school.
- Ensure that substitute staff members receive appropriate materials and instructions to conduct class in the absence of the regularly assigned staff. Ensure that substitute staff members receive an orientation to the facility and educational program prior to beginning work at the court school.
- Ensure that all COE personnel have successfully completed a fingerprinting/criminal background check prior to beginning work at the court school.
- Cooperate with the Chief Probation Officer, or designee, in regards to the safety and security of the facility. (The Chief Probation Officer, or designee, has the authority to deny access to any school personnel deemed to be a safety or security threat to the Juvenile Hall.)
- Complete the annual Title 15 Juvenile Facility Education Program Review Evaluation.

The County Probation Department will:

- Maintain safety and security in the court school classrooms.
- Provide designated classroom and office space.
- Ensure adequate cleaning, maintenance, and repairs to the classrooms.
- Provide the COE with a daily list of students who will attend school and ensure that all students are at school for the full instructional day unless excused for reasons such as but not limited to court appearances, meetings with attorneys, and/or safety issues deemed appropriate by the Juvenile Hall Superintendent, or designee.
- Provide the COE a valid reason for absence, per Education Code 48205, when an enrolled student does not attend school.
- Notify the COE of youth identified as having special needs and/or limited English skills. When requested, provide the COE staff with an orientation or review of the Juvenile Hall policies and procedures.

Educational and support services are provided year-round from 8 am - 2:00 pm

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:

The COE works collaboratively with County Probation and all school districts in the County to ensure that the students participate in an educational program that is aligned to the local schools that the youth would attend. The following are features of this collaboration:

- The Memorandum of Agreement between the COE and County Probation defines the relationships through which these agencies will work together to provide educational services to the youth in the Court School.
- The Triennial Plan for Serving Expelled Students has been implemented along with a transparent, well-articulated, referral process to the county office of education programs.
- The Countywide Expelled Youth Plan agreement between the COE and the school districts in the County coordinates the course credit transfer process.
- The granting and accepting of credits results in seamless transitions, progress, and course completion when students transfer between county offices and school districts.
- The County Superintendent of Schools conducts the Juvenile Facility Education Program Review and Evaluation to ensure that the school program complies with the State Education Code and County Board of Education policies and all applicable federal education statutes and regulations (pursuant to Title 15 Minimum Standards for Juvenile Facilities-Article 6, Section 1370; California Welfare and Institutions Code 885 and 209, and California Education Code Section 48645).
- The LCAP development process, the California Dashboard, and the WASC accreditation reviews create a system of accountability for ensuring comparable educational programs between schools.
- The California Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
- The six-state measures and seven local measures on the California Dashboard provide information on school program outcomes for comparing educational programs. The County Court School is accredited by the Western Association of Schools and Colleges and received a six-year term of accreditation in 2018.
- The Alternative Education program implements standards-based instruction that is aligned to the school districts in the rest of the county through a hybrid learning model which provides credentialed instructors utilizing the Edgenuity learning platform to provide access to a broad course of study including UC A-G courses, CTE courses, Social-Emotional Learning courses, and other learning opportunities facilitated by YCOE's instructors.
- The California (Common Core) Standards in ELA and math (math sequence of courses aligned to districts) and the Next Generation Science Standards are implemented along with UC a-g courses and CTE.

In addition, formative assessments (COE short cycle assessments) and state-required (Smarter Balanced, CAST, ELPAC, Physical Fitness) assessments are administered to measure student learning and identify instructional differentiation and school-wide interventions for students.

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:

YCOE runs the court and community schools for the county. Therefore, under the YCOE LCAP Goal 4, YCOE coordinates the instruction of expelled pupils with other LEAs in the county so that all students can be placed in an appropriate educational setting. YCOE has agreements with the districts per AB922. Services provided include records requests, enrollment, transportation as needed and the development of an individual learning plan.

Decisions for the use of federal funds were based on the unique needs of youth served in the court/community school setting, including references to the research published by Search Institute, i.e., 40 Developmental Assets, the National Dropout Prevention Network, and the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (Transition Toolkit 3.0, December 2016).

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The students returning from correctional facilities have often experienced social-emotional issues due to multiple school transitions and gaps in learning. Students returning from incarceration may have been involved in aggressive/violent acts, sexual assault, alcohol/substance abuse, or other actions leading to placement in the juvenile halls. Improving student behavior, self-regulation, self-concept, and the ability to interact with one another and with adults is essential for student academic success. Based on these needs, the following actions or services are provided:

- Academic content and activities that build character and socio-emotional competencies need to be taught concurrently. The Student Services Administrative Team provides information on additional supports for the student and/or family that includes housing, counseling, transportation, social services information, job skills, and community-based programs that meet the student and/or family needs.
- The Student Services Team including Foster Youth and Homeless Youth specialists, adult education specialists, and college and career specialists communicates with school district staff and engages in transitional support services for Court and Community School students back into their home districts. The Foster Youth and Homeless specialists facilitate monthly Child Welfare and Attendance meetings.
- Transition IEPs are held for students with disabilities. All assessments in all areas of suspected disability and appropriate services and programs specified in the student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions. The least restrictive environment (LRE) is always considered when determining the appropriate placement/educational setting for students with special education needs. Services such as Designated Instruction and Services (DIS) are provided per the student's Individualized Education Program (IEP). All assessments in all areas of suspected disability and appropriate services and programs specified in the student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions.
- Ongoing staff collaboration through a formalized multi-tiered system of support process (MTSS) ensures that students are given supportive plans as they transition between schools.
- The Community School and Court School implement multi-tiered systems of support (MTSS) for students that promote high expectations, maintain student engagement in school, and provide systems for student success. Specific interventions to improve academic achievement include formative assessments, lower class sizes, one-on-one or small group learning formats from instructional assistants, support/intervention classes, tutoring (in person or online), and academic counseling.
- Specific interventions for behavior/mental health include counseling services (for anger management, sexual harassment, substance abuse, alcohol prevention), behavioral/mental health counseling/services, mentoring/intervention services, social worker services, behavior support plans, Positive Behavioral Interventions, and Supports (PBIS), Restorative Practices, bullying prevention, Character Counts, Safe School Ambassadors, the 40 Developmental Assets, and student youth court. School districts and the COE apply for grants to create environments/programs to enhance student engagement in school.
- Appropriate services and programs designed to address the language needs of students identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.

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:

In the first 30 days of placement, during the Individualized Learning Plan meeting, all students meet with identified school staff to assess for social, health, emotional, and education needs. If appropriate, identified students are referred to community agencies who specialize in the care and coordination of support services.

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:

YCOE hosts field trips for alternative education students to our regional colleges, including UC Davis, Woodland Community College, and Sacramento State University. These field trips happen in partnership with community groups, employers, and agencies such as the California Endowment's Brown Issues program, US Department of Agriculture, various university and college departments and student clubs. YCOE employs Transition and College and Career Readiness Specialists who present to and work with individual and groups of students around topics such as resumes, job applications, college registration, and college course opportunities. Opportunities to co-reenroll in local community colleges courses are presented and students are encouraged to take advantage of them. Individual help is provided to students as they apply to community college, learn how to read the schedule, and determine which classes they will be most successful in, and register for the courses. This support is provided for students who are interested in concurrent enrollment, as well as those who are graduating. Students who are concurrently rerolled have access to borrow textbooks for college classes. Graduates have access to staff support from Transition and College and Career Readiness Specialists, and can continue to receive help beyond graduation with resumes and job applications, as well as support navigating college registration and financial aid processes.

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:

In an effort to reduce dropouts and delinquent activities YCOE engages parents and family members as stakeholders in setting goals and designing our educational program. YCOE offers ongoing parent and family education events on relevant topics such as:

- technology
- parenting skills
- homework assistance
- substance abuse
- communication
- immigration rights.

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:

YCOE's College and Career Readiness (CCR) specialists works with community partners including Yolo County Health and Human Services to provide transitional services, enrollment in community college classes, internships and work readiness programs. CCR administers multiple state and federal programs to provide work readiness including CTE Block Grants and career pathway funding. Students in our alternative education program can apply to enroll in the Yolo County Career Academy, a partnership with probation and Northern California Construction Training program and local industry. Student in these programs earn credits towards graduation as well as entry level job readiness skills in career pathways such as construction and manufacturing.

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 Community School and Court School administrators and principals work with County Probation directors and officers to facilitate successful student transitions from correctional facilities. In accordance with AB 2276 and Education Code 48647, the County Probation Department and the COE implement protocols to facilitate and monitor the transition of youth from the detention facility back to their school district of residence. The Alternative Education central office administrators and principals meet with the Probation directors at least quarterly to discuss the educational programs in the Court Schools and transition procedures for students. When students return from the juvenile halls, principals meet with students to schedule classes and conduct orientations. Transition IEPs are held for students with disabilities. Services are implemented to support students returning from Court School (correctional facilities) and all at-risk children youth. Services include school staff support to develop plans and monitor academic progress, graduation status, and college and career readiness indicators.

The Student Services Administrative Team manages educational transition placement for Court School students upon release into an educational program that meets the needs of the student and family for continued progress and success. The school administration works with County Probation, County Behavioral Health, DPSS, and the school districts in the county to facilitate pupil transitions. The staff works with the students' after-care probation officers while they are in the facility and aids in the development of the educational component of their pre-release plan laying out the educational plan for the student upon release.

An individual learning plan is developed with the student and family in conjunction with the teacher and administration and is structured around what will be in the student's best interest for continued success earning a high school diploma, transitioning to a vocational education program, or enrolling/continuing enrollment at college.

During weekly interagency placement committee screenings, representatives from the COE, Probation, and Behavior Health, Children and Family Service, review all youth cases that are being considered for placement. During screenings, staff work collaboratively to identify a youth's needs especially mental health treatment needs, and make decisions based on the data provided. Results may include the addition of mental health services such as Communicare, determining supports for parents, placement within a group home, or at a level 14 or higher facility as well as adjudication.

The Multi-agency program seeks to promote positive changes in the lives of its participants and family through a collaborative approach to treatment and rehabilitation. Through dedication, professionalism, and using evidence-based practices, we hope to motivate and encourage our clients to achieve their full potential.

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:

During these meetings, students' individual learning plans are shared including relevant details of a student's IEP plan. Additionally, this team meets to discuss academic progress, social-emotional supports, and behavioral interventions that may be appropriate for each student.

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:

The Student Services Administrative Team works with County Probation, County Behavioral Health, and the school districts in the county to facilitate pupil transitions.

The school administration works with the students' after-care probation officers while they are in the facility and aids in the development of the educational component of their pre-release plan laying out the educational plan for the student upon release.

The educational plan is developed with the student and family and is structured around what will be in the student's best interest for continued success in either earning a high school diploma, transitioning to a vocational education program, or enrolling/continuing enrollment at college.

The school administration provides information on additional supports for the student and/or family that includes housing, counseling, transportation, social services information, job skills, and community-based programs that meet the student and/or family needs.

The least restrictive environment (LRE) is always considered when determining the appropriate placement/educational setting for students with special education needs. Services such as Designated Instruction and Services (DIS) are provided per the student's Individualized Education Program (IEP). All assessments in all areas of suspected disability and appropriate services and programs specified in the student's individualized education program (IEP) are provided in compliance with all applicable state and federal laws and regulatory provisions.

The County Superintendent of Schools, in conjunction with all the school districts in the county, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926.

The County Expelled Student Plan (2021-2024 Triennial update) was completed in 2017-2018 for the next three years. The COE maintains the Community School in zones throughout the county to provide educational services to all school districts in the county, including those in rural/isolated settings.

Classroom-based instruction and independent study are provided to students through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens.

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:

YCOE uses Title II, Part A funds to support an induction program in collaboration with the Yolo Solano Center for Teacher Credentialing that includes assigning a mentor to new teachers and developing an appropriate plan for professional learning, reflection, and growth. All teachers and para-educators participate in an ongoing professional learning program, including professional learning aligned to LCAP outcomes for English Language Development, culturally relevant pedagogy, and trauma-informed practices.

Professional development activities include strategies to increase knowledge and teacher skills in order to enable students to succeed in a well-rounded and rigorous education; focus on meeting the challenging Common Core State Standards; include intensive and collaborative training; and data-driven instruction and program improvement. Teachers are provided professional growth opportunities in order to ensure student's needs are being met academically, culturally, socially, physically, and emotionally. Programs and services are reviewed annually to ensure alignment with federal and state requirements and to make sure school sites are safe and secure. Needs and areas of improvement are identified based on feedback received from administrators, teachers, classified staff, and input received from parents, families, and community partners. Needs and areas of improvement are also determined from a review of student data and outcomes.

YCOE Alternative Education professional development planning includes teachers, instructional assistants, administrators, and community-based personnel through standing committees and meetings with partner agencies. The YCOE Alternative Education teachers, principals, and administrators begin to collaborate and plan in January of each year the professional learning calendar for the subsequent school year. Community partners (Probation, Foster and Homeless Youth Liaisons, industry and post-secondary partners) provide input into the professional development plan at regularly scheduled meetings throughout the spring. During the professional development planning meetings, student data from the Smarter Balanced Assessments in ELA and math, Renaissance scores in ELA and math, and ELPAC are reviewed.

Much of YCOE Alternative Education professional learning is ongoing, embedded in the work of teachers, instructional assistants, and administrators, and provides in-class/follow-up support. The YCOE Alternative Education professional learning calendar includes multiple formats and levels of support. Each year, professional learning begins at the back-to-school in-service in August. Professional learning community (PLC) collaborative meetings take place on Wednesdays and are sustained by in-class support/classroom embedded training from community instructional partners and the Directors of Curriculum and Instruction and Student Services. Two Wednesdays each month are set aside for professional learning around the theme of cultural relevancy, but include strategies for working with minority populations, English learners, and SPED students. Professional development for teachers and instructional assistants includes workshops, coaching, demonstration lessons with feedback, co-planning, and in-class support.

Professional development for principals includes seminars on instruction and assessment for EL and SPED students and collaborative instructional reviews. Principals engage in ongoing professional learning during Leadership Team meetings throughout the school year. The Directors of Curriculum and Instruction and Student Services facilitate and/or organize workshops aligned with LCAP goals. Data discussions are led by the executive director, administrator, and coordinator each month in order to revise actions based on current results. Collaborative instructional reviews include principals and central office administrators to observe evidence of student learning. School leaders are encouraged to set professional and educational growth goals aligned with personal professional goals as well as the goals of the agency. The LEA evaluates its systems of professional growth and improvement through surveys and continuous improvement of data.

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:

Maintaining and supporting a team of highly qualified teachers for our alternative education programs is a high priority. As court and community schools, all of our students are eligible for services using prioritized funding.

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:

The YCOE Alternative Education Leadership Team engages in ongoing data analysis and implementation of actions to address identified areas of need for Cesar Chavez Community School and Dan Jacobs Court School. Cesar Chavez and Dan Jacobs schools utilize the LCAP and school planning process to develop a plan for continuous analysis, evaluation, and improvement. Stakeholder reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. Alternative Education uses its local school dashboard from data reporting in Aeries to monitor DASS cohorts. The Alternative Education Leadership Team monitors the cohort each month as it forms, by student group, down to the individual student. Data are current from the student information system and are the driving element of improvement science and MTSS leadership. Student data dashboards enable administrators, principals, teachers, and instructional assistants to monitor attendance, academics, and behavior in real-time. MTSS collaborative groups of faculty and staff meet during Wednesday PLCs during the school year to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments (curriculum-based tests, Renaissance) and target instruction based on needs, and implement classroom interventions to address gaps in learning. The MTSS process includes a tiered level of interventions.

Grade classification by credit upon enrollment in the Cesar Chavez and Dan Jacobs schools provides students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one-year graduation rate.

YCOE Alternative Education professional development planning includes teachers, paraeducators, and administrators. The YCOE Alternative Education teachers, principals, and administrators begin meeting every year in January to plan the professional learning calendar for the subsequent school year. Community partners (including school districts) provide input into the professional development plan at regularly scheduled interagency meetings. Parents provide input on professional development at monthly LCAP stakeholder meetings and during quarterly SSCs, ELACs, DELACs, and PACs.

During the professional development planning meetings, community partner meetings, and LCAP stakeholder sessions, student data from the Smarter Balanced Assessments in ELA and math, Renaissance scores in ELA and math, and ELPAC are reviewed. Formative and summative student achievement data is disaggregated by ethnicity, gender, English learner status, and special populations in order to identify critical student needs that require improved instruction and support. This data is reviewed by teachers on a monthly basis. Disaggregated school climate data is also reviewed on a monthly basis and includes student attendance, behavior, and suspension data.

The Consolidated Application and Single Plan for Student Achievement include details of Title II, Part A expenditures, and the documents are reviewed with parents, teachers, and stakeholders at School Site Council, DELAC, PAC, and LCAP Stakeholder meetings, and all participants are encouraged to provide input and feedback.

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:

YCOE receives Title III, Part A funds as part of a consortium led by Yuba COE. These funds are used in conjunction with other state and local funding to provide targeted professional learning for staff in English Language Development, supporting English Learners and for parent and family education for English Learner families. Staff is participating in the English Learner Toolkit Roadmap for Teachers and exploring how to integrate the four components fully across all content areas. YCOE is also teaming with UC Davis School of Education to train and coach in best EL instructional practices. Teachers further use collaboration time on early out Wednesdays to review specific class and individual student data to address areas of growth and concern for EL students.

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:

YCOE does not receive Title III monies for Immigrant Youth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCOE has provided professional development in implementation of ELD standards. In the coming year YCOE will be working with staff to expand on culturally relevant curriculum and learning activities to engage and support English Learners in meeting state academic standards. YCOE is working with UC Davis Math Project to create standards-aligned EL curriculum for Language Arts and Writing using Reading with Relevance and Edgenuity online platform as core programs. Additionally, EL students will receive instruction in a bilingual setting using materials in English and their native language.

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:

YCOE uses the both the results of the ELPAC test, teacher recommendation and review of student work to reclassify EL students and monitor student progress towards proficiency. In addition, the YCOE leverages CA Dashboard and STAR Renaissance data to evaluate student progress and make necessary changes as part of the Individualized Learning Plan process. In using the IEP, students receive differentiated instruction and support to assist them in meeting the rigorous State academic standards and in achieving English proficiency. Some of the instructional supports may be working with 1:1 para educator, support in students' native language, tutoring, social emotional supports, collaborative planning time for teachers, etc.

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:

YCOE Alternative Education collaborates with institutions of higher education, businesses, community-based organizations, and public entities with a record of success related to the provision of a well-rounded education for students.

YCOE partners with the University of California - Davis Office of Research and Policy for Equity and its Sacramento Area Youth Speaks (SAYS) on critical literacy development. Another key partner is UC Davis' School of Education which provides research and evaluation support along with English Learner support for teachers. Our curriculum partner, Reading with Relevance, provides professional learning, standards-integrated teacher guides, and lessons aligned with young adult novels that reflect the lives of students. The goal is to provide a safe, welcome environment in which students can thrive academically, behaviorally, and socially.

In order to enhance a well-rounded education, funds will supplement curriculum and contracted services with the partners listed above to implement the cultural relevancy work, beginning in the areas of ELA and Social Science. YCOE leveraged this funding to support a well-rounded education in partnership with the American Reading Company to provide access to the culturally relevant curriculum and classroom libraries.

The YCOE Alternative Education Team reviews data twice monthly to measure progress on graduation rates, academic achievement in ELA and Social Science from formative assessments, attendance rates, and suspension rates. MTSS collaborative groups made up of teachers, paraeducators, and principals meet during Wednesday PLCs twice per month to analyze student data to target instruction and intervention for students.