

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

## LEA name:

El Dorado County Office of Education

## CDS code:

09 100900000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs will your LEA apply?

Choose from:

### **TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

### **TITLE I, PART D**

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

### **TITLE II, PART A**

Supporting Effective Instruction

### **TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

### **TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

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

Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

The El Dorado County Office of Education (EDCOE) uses federal funds to supplement and enhance the state-funded, quality programs that are provided for our students. As a county office, we not only provide support for our own programs/students, we also provide support/guidance for our fifteen districts throughout the county. Since most of our districts are small in size (enrollment less than 2000 students), we provide a number of educational options (programs) for students throughout the county that could not otherwise be offered in their home district. This includes home school options, special education for students with moderate/severe needs, education for incarcerated students, and alternative options for students who are not experiencing success in their home school due to behavior or other significant needs. A substantial number of our students enter EDCOE programs performing academically at a level that is below average for their grade level. This reality plays a key role in the design of the LCAP. The EDCOE LCAP is focused primarily on our court school students. A review of Dashboard, CAASPP, and local assessment data occurs at the beginning and end of each school year to plan for the needs of our students and ensure that LCAP goals/actions reflect these needs. As a result of this review, most of our federal funds are directed to our programs with students with the greatest needs. Our Court School students frequently are with us less than 30 days. We therefore use our federal funds, in conjunction with LCFF funding, to provide individualized intensive programming to support the students in the short time from that we have with them and to make their transition back to home programs as successful as possible. This use of funds is directly related to the Goals and Actions in the EDCOE LCAP.

# 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.

EDCOE uses Title I (a) and (d), Title II, Title III, and Title IV funding in a manner that enhances our opportunities to address the unique needs of our students. In our programs, Title I(a) and (d) funding allows for additional staffing (classroom aides and teachers) that either lower the student-to-teacher ratio in the classroom or provide one-on-one assistance for students so that they receive focused, individualized instruction. We have two programs that serve our neglected/delinquent students and Title I(d) dollars are used to provide staff to support students with a longer student day and individualized career, academic, and transition planning. Our Title II funding has been used to train our staff to provide direct instruction, focus on content standards, and gain skills to support our high needs students. Title III funding is used to provide additional support, as needed, for our EL students. We have had very few EL students in our programs, but we have teachers trained and materials ready for any English Learners that might be enrolled. The flexibility of Title IV dollars has been of great support to us. We have recently implemented the Google Apps for Education platform in our Court schools. Title IV dollars are allowing for us to provide secure technology options for our students. The dollars will also be used to offer career exploration activities for our students.

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

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

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

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

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

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

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

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Our programs at EDCOE are quite small in comparison to traditional schools. As a result, we have a relatively small staff to support these programs. Our Personnel Services Department at EDCOE works closely with administrators to ensure that our staff is fully credentialed and that evaluations are completed on a regular basis. In addition, all programs are very aware of the experience of their staff and reports the information annually on their School Accountability Report Card. As a result, we are very attentive to the experience, credentials, and performance levels of staff in the classrooms. All students, regardless of their income level or other demographic variations, are taught by the same teachers. If, at some point, our numbers were to increase significantly in the future, we would continue to closely track the performance of our teachers to ensure that our low income and minority students receive the best possible instruction to address their needs. This would involve examining the credentials and performance of all staff and focusing on our student groups, ensuring that our low income and minority students are receiving instruction from experienced, effective teachers. If we were to find that a teacher was ineffective or inexperienced, we would take the necessary steps to ensure that the teacher received support and was placed in an alternate setting. If equity gaps were identified, we would engage stakeholders (students, staff, parents and other community members) to focus efforts to remedy the situation.

## 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:

Comprehensive Support and Improvement Plans: The programs offered by the El Dorado County Office of Education involve parents at varying levels due to the characteristics of each program. In our court school program, many efforts are made to engage parents on the days when they come to the facility to visit their child. School Site Council meetings are held on these days in addition to Open House and other structured events. At Rite of Passage Charter High School, our other program for incarcerated students, parents do not live close by but do interact with staff members via email, phone conversations, and video conferencing. In both of these settings, we do collect parent input via individual conversations and small group settings. Comprehensive Support and Improvement Plans would be developed with input from staff and parents whenever possible. Once developed, plans will be shared with staff and parents to guide changes if needed. In our other programs, we have active school site councils that meet at least 4 times per year. These councils are aware of the goals of the LCAP for their program and would be involved with reviewing the data, research, and other materials needed to participate in the development of Comprehensive Support and Improvement Plans.

Parent and Family Engagement Policies and Programs: Parents are involved as stakeholders in the development of the LCAP for each of our programs. In addition, Parent and family engagement policies are in place in each of our programs and parents are invited to provide input in terms of opportunities for participation. In our court school, the policy was developed as part of our Site Council work and included input from the Probation Department. At Rite of Passage Charter High School (ROPCHS), the policy was developed with staff and Rite of Passage leadership (the secure care staff for the students in this program). Parent and family engagement policies are in place in both programs and the language for these policies is maintained in staff handbooks and reviewed at least annually. In our other programs, our parent and family engagement policies have been written with input from site councils. All parents and students have access to the policies in handbooks that are distributed annually and are maintained on the program websites. For all programs, we provide documentation in other languages, as needed, to ensure that families that speak other languages have full access to the content of our communications. Where feasible and appropriate, programs are in place to involve parents. Parents are invited to participate in the classroom (in some programs), attend Exhibition Days (where their child will lead them through the content of the curriculum via project based learning), and school events (Back to School Nights, Open House, Fall Craft Fair). All communications and events include options for parents with disabilities to have access to content and activities so that they might fully participate as desired.

Support for Parents: Understanding Standards/Assessment and Supporting Their Child: In all of EDCOE's programs, parents are provided with a variety of information to understand what their child is learning in school, assessment results, and how to improve their child's achievement. In our court school and ROPCHS, educational plans are developed for each student so that parents (and students) understand what coursework needs to be completed to meet grade level standards. References are provided to the State Standards and staff reviews this information with parents to answer questions that they might have about the standards and course requirements. In our other



programs, we have parent handbooks that outline and provide web links to the state standards so that parents can review them. Each year, for all programs, annual assessment results are made available to parents. These results are either available through the parent portal (Parent Square) or mailed home with a cover letter that explains how to read the assessment results. Also in the handbook, parents will find information about how to support their child. Teachers communicate with parents regularly to answer questions and provide suggestions to support students as well. Programs offer parent information nights (such as Math Nights, Back to School Nights, Exhibition Days) where parents can be educated about ways to assist their child with acquisition of the state standards, literacy training/support, and using technology (including the harms of copyright piracy).

Staff Education: Parent Involvement: All programs provide training and tools for staff to communicate with parents and to emphasize the importance of doing so. Staff uses Aeries, Parent Square, email, US Mail, video conferencing, and other means to communicate and work with parents. Parent surveys indicate that parents are pleased with the level of communication and these results are shared with site councils.

## **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:**

EDCOE provides support for students using a schoolwide program model based on the percentage of low income students in our schools. As part of our annual performance reviews (tied to our LCAP), students in need of supplemental support are identified and provided with the support needed to progress toward meeting standards. In our court school and at ROPCHS, this support is provided by placing aides in the classrooms where there are more students in need of support. At ROPCHS, there are also intervention classes offered to address literacy and mathematics standards and staff for these courses is funded with Title I(a) dollars.

## **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:**

A portion of our Title I(a) dollars partially funds a McKinney-Vento Liaison who supports our students who qualify for McKinney-Vento services. Our liaison provides support for students, teachers, and parents so that our students are enrolled in school as quickly as possible, are provided with transportation as needed, are attending school on a regular basis and have every opportunity to experience success in school. Our McKinney-Vento Liaison also provides training for district staff across the county to ensure that McKinney-Vento students from across the county are provided with the support needed to enroll, continuously attend, and experience success in their home school. The liaison maintains a website that provides resources to school staff and families so that they have 24-hour access to information that might be of a student/family experiencing homelessness.

**Student Transitions**

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

EDCOE oversees Head Start and State Preschool programs in El Dorado County. Our Superintendent also serves on the First 5 Commission – First 5 El Dorado. These relationships ensure that communication between early childhood education programs and schools in El Dorado County is consistent and focused on the best possible transitions for students. EDCOE offers classes for preschool teachers (private, Head Start, and State) to attend to develop an understanding of how students transition into elementary school. Assessments in Kindergarten, such as the KSEP, help Kindergarten teachers to identify areas of strength and in need of attention for each student. This information is shared with preschool providers and coaching is available, through EDCOE, to support preschool teachers with their instruction, behavior management, and other aspects of the classroom environment.

EDCOE also provides opportunities for our local high school district to collaborate with feeder districts (K-8) so that students have the best possible transition situation as they move from 8<sup>th</sup> grade to high school. EDCOE has supported the sharing of test scores and other data that provide the high school district with the information that they need to best meet the needs of their incoming 9<sup>th</sup> graders. Within our own programs, we use a common student information system and we have regular meetings of leadership across programs to ensure that our own students experience a smooth transition from one grade level to the 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:**

No additional information.

## **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:**

Title I, Part D funding assists our students who attend Rite of Passage Charter High School and those enrolled in our Court School – Blue Ridge.

Rite of Passage Charter High School (ROPCHS) serves students aged 13-18 who are involved in the juvenile justice and/or social service systems. Students served come to the 250-day/year program from counties all over California. While the educational program at these sites is operated by the El Dorado County Office of Education, the residential, treatment, and other portions of the program are operated by Rite of Passage, a private non-profit national provider of programs for troubled and at-risk youth. All of the students in this program are considered to be foster youth and most are deficient in credits toward graduation when they enter ROPCHS. The average length of stay for a student in ROPCHS is approximately six months. Over this period of time, students work rigorously to meet

state standards and receive intensive individual and group therapy. Each student works with staff to develop an Individualized Career and Academic Plan (ICAP) shortly after enrollment. This plan provides a course for the student to follow to successfully meet program goals and transition either to higher education or his/her home school upon exiting the program.

EDCOE also oversees the court school in our county – Blue Ridge (prior to 19/20, we had two court schools. Due to declining enrollment, we now have only Blue Ridge located in South Lake Tahoe). The average length of stay for students in this program is 25 days with some students being enrolled for only 24 hours and others being enrolled for several months. The school operates for 228 days per year. The student population consists of court-incarcerated youth that generally range between grades 6 and 12. The court school program staff, in partnership with Probation staff, are dedicated to creating safe and productive learning environments and are committed to providing individualized academic programs for students to best advocate for their present and future educational needs and goals.

## **Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

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

EDCOE has a formal Memorandum of Understanding that is reviewed, amended (as needed) and agreed upon by EDCOE leadership and leadership from the El Dorado County Probation Department. EDCOE also has a formal agreement (contract) with the Rite of Passage Corporation that is reviewed, amended (as needed) and agreed upon by EDCOE leadership and leadership from Rite of Passage. Both of these agreements address the roles of each organization in the enrollment of students, ongoing support for student success, and successful transitions for students as they move out of our programs. The agreements support collaboration between EDCOE staff and the two external agencies so that communication about student needs is clear and consistent.

## **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:**

Our schools are located within the facilities that house the students. The coordination of services are addressed in our Memorandum of Understanding (with El Dorado County Probation) and our contract with the Rite of Passage Corporation. Day to day coordination with agencies occurs during weekly meetings with school and facility staff present to address specific concerns that might not be included in the MOU or contract.

**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:**

At Blue Ridge School, staff works closely to ensure that students successfully transition back to their home school. Since most of our students attend local schools (in El Dorado County), our program uses the same curriculum that has been adopted by the local high schools so that students are familiar with the content and can move continuously through their coursework. Staff at Blue Ridge works to send credit and course completion information as quickly as possible to schools as students are enrolled. Special Education records, assessment information, and any other pertinent data is also forwarded to the student's home school so that students are enrolled in appropriate courses and receive the educational support needed to successfully transition from the court school. Staff at Blue Ridge School works with the Probation Department to track transition information to measure the success of the transition services provided. This information is reviewed and used to make changes, as necessary, to support students in the future.

At Rite of Passage Charter High School, students follow their Individualized Career and Academic Plan (ICAP) as they move through the program. This plan includes the goals for the student upon leaving the program. Some students are age-appropriate to return to their home school while others will have goals related to an occupation, community college, or another institution of higher education. Prior to leaving the program, Rite of Passage works to ensure that students have the support that they need to move toward their goal. For students returning to their home school, it means arranging a meeting with a high school counselor, ensuring that parents are connected to the school, and sometimes visiting the school with the student. This is followed by registering the student for school and transferring all educational records so that he/she receives credit for coursework and can successfully move toward completing high school. For students seeking employment, ROP assists with creating resumes, arranging for job interviews, and close tracking to ensure that the student has all the support needed to successfully interview for jobs. For students seeking higher education, ROP assists with enrollment, arranges for housing (for those students who need it), and checks in with the student after they exit to ensure that they have the best possible start in their new program.

## **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:**

At both Blue Ridge and Rite of Passage Charter High School, we receive students who have a variety of needs that must be met in order to be successful in school. In both of our programs, we have a number of students who have Individualized Education Plans (IEPs). We have credentialed Special Education staff who immediately hold transition IEPs (including parents via videoconference or in person) and they closely review each student's past assessments and experiences along with staff from the student's previous school. At both programs, students have access to Speech/Language services, assistive technology, adaptive PE, classroom support, and any other services required by his/her IEP. It is common for students in our programs to also be substance abusers (tobacco, alcohol, and various drugs). The needs of these students is closely reviewed, with medical professionals if needed, and support is provided to address addiction as well as supporting students who are recovering from substance abuse. Mental health services are also provided for students who are identified to be in need of support. At ROPCHS, daily group and individual therapy is provided for students to address behavior and other factors that have affected his/her ability to be successful in school and life in general. At Blue Ridge, therapy is provided as needed based on individual needs.

## **Social, Health, and Other Services**

### **ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

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

At Blue Ridge School, county agencies are already engaged with the student upon enrollment through the court system. Most services are continually provided as the student attends the school and remains incarcerated. When students transition out of the school, the relationship with these agencies continues for the student, if they are found to be in need of them. These services include prenatal health care (as needed), nutrition services, child care, referrals to community resources, and any other services needed to support the student.

At ROPCHS, since students are located far from home, most services are provided by professionals hired by ROP. Parenting classes are offered for students who are enrolled and either currently have or will soon have children. As students move out of the ROP program, the transition to work, high school, or post-secondary education includes connecting students with resources where they will be living. These connections include enrolling students in parent education, nutrition, and any other classes that might be needed.

## **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:**

Not applicable.

## **Parent and Family Involvement**

### **ESSA SECTION 1423(8)**

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

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

At ROPCHS, parents are involved in periodic meetings with staff and their student to receive information about their child's progress in the program. Parents are encouraged to actively participate in these meetings so that they are better prepared to support their student as they transition out of the program. Parents are also invited to attend Exhibition Days on school sites so that they can see their student's progress in our project-based program and be engaged with school staff. Parents also meet with ROP staff to hear about therapy support and how they can continue to provide for their student upon exiting the program.

At Blue Ridge School, parents are invited to participate in Site Council and to attend Open Houses to see their child's progress in school. Meetings and activities (like Open House) are held on days when visitation hours occur so that scheduling is most likely to meet the needs of parents. Parents also are included in IEP meetings for their child. All of these activities provide opportunities to educate parents about how to best support their student.



## **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:**

Not applicable.

## **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:**

Blue Ridge works very closely with the Probation Department to ensure that students are supported to be successful as they return to their home school. While the school transfers records and communicates with the school about student progress while enrolled in our program, the Probation Department ensures that the students do attend school after exiting Blue Ridge and continues to check on each student for a number of days after exiting the court school. Often this period of time is guided by the court system.

## **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:**

For every student who is enrolled in either Blue Ridge School or Rite of Passage Charter High School, the registration process always includes contacting the student's previous school to access transcripts and determine the student's status in terms of Special Education needs. This information is considered to be crucial for the student's success in our programs. Our registrars in our programs go to great lengths to contact educational agencies to complete this process. Once received, trained Special Education staff carefully review each student's IEP to ensure that educational support is provided and that Probation/ROP staff are aware of each child's needs.



## **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:**

If a student enrolled at Blue Ridge School or Rite of Passage Charter High School is found to be in need of an alternative placement (due to their needs established in their IEP), the staff will contact the program where the alternate program will be offered and arrange for transition meetings, record exchanges, parent involvement, and all other processes to be put into place to help the student successfully enroll in the alternative program.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

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

The El Dorado County Office of Education (EDCOE) has a system of professional growth and improvement in place that supports our teachers, principals, and other school leaders to build their capacity within their current role and to provide the opportunity for continuous improvement. All teachers, principals, and other school leaders are required to develop SMART goals each year that focus on areas in which the employee plans to support programs and develop as a professional over the course of the school year. Each employee reviews these goals with his/her supervisor in a one-on-one conference for the purpose of receiving feedback and so that the supervisor might be aware of the needs of the employee. This conference affords the supervisor the opportunity to support the employee by seeking professional development opportunities for him/her, working with our Curriculum and Instruction Department to request professional development services, or ensuring that the employee is enrolled in the programs that are needed.

The Curriculum and Instruction Department at EDCOE, as well as our Charter SELPA, offers a variety of professional development options for various groups of employees in our organization. The goal of the options offered is to support all entities, as they progress through their career, to continuously improve as leaders and as practitioners. Examples of types of offerings include:

For Teachers:

New teachers: Teacher Induction Program to meet credentialing requirements. In addition, for teachers seeking to enhance their credential in content areas of great need to our LEA, some coursework might be paid for with Title II funds.

All teachers: Google Apps for Education and Google Classroom, Universal Design for Learning, SIPPS, "Step Up to Writing", NGSS and Mathematics focused professional development.

For teachers to further develop as leaders and in other areas: Common Core Teacher Experts (lead professional development across the county), the EDCOE Leadership Series, and Universal Design for Learning Cohorts (includes the requirement to lead work back at the school site).

#### For Principals:

The EDCOE Leadership Series, Administrative Training Program (to clear the Administrative Credential), quarterly principal meetings covering curriculum, assessment, and other topics and any professional development offered for teachers is open to them.

Other School Leaders: Curriculum and Instruction Leadership Council (Directors, Coordinators, Deputy Superintendents) covering topics such as assessment, policy development, curriculum/instruction, and accountability.

Online surveys are conducted for all of our professional development offerings. These results are reviewed by the Curriculum and Instruction Department to adjust training, as needed, for the future. For a number of our offerings (Curriculum and Instructional Leaders for example), one-on-one surveys are conducted to ensure that the content is useful to our personnel and to solicit suggestions for improvement.

## **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:**

In order to determine the amount of Title II dollars to be allocated to each school (program) in our LEA, LCAPs, SPSA plans, CSI, ATSI and TSI plans are considered along with funding available to that school from LCFF and other state/local sources. By reviewing these plans, which include meaningful input from all stakeholder groups in the LEA, the distribution of Title II funds includes the input of our teachers, principals, paraprofessionals, parents, and other stakeholder groups. Schools with the highest need (CSI, ATSI, TSI, and higher percentage of students who are underperforming) are provided with the most access to Title II funds. As CSI funding is currently available, this is also considered when allocating Title II funds to our programs to ensure that the goals and actions for all schools are supported as well as possible. Once the schools with the highest needs are addressed (funded as much as possible), the remainder of the funds are distributed to other programs. In addition to funding the current year, the LCAP (which guides our use of all funds) extends the planning for 2-3 years so that we can assess the financial needs of the program in the future and can strategically consider all funding streams to support the work.

## **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 El Dorado County Office of Education uses a variety of data to continually update and improve activities supported under Title II, Part A. Often this data is included in the LCAP for each of our programs as we use this data to measure the successful implementation of a goal and/or action. Survey data is collected from participants after each professional development session and is reviewed by members of the Curriculum and Instruction Department. In addition, site leaders are interviewed in one-on-one and in small group settings to solicit feedback on the quality and results of training as well as for the purpose of adjusting training for the future. At EDCOE, when we plan our professional development options, we also plan the metrics that we will use to measure the success of the courses offered. Every effort is made to ensure that the metrics successfully measure the learning and implementation of the material offered. For example, in cases where professional development is focused on key teaching techniques such as SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and “Step Up to Writing”, student assessment results are often reviewed during the course of the training (to measure student progress over time and adjust teacher moves if needed) and also at the end of the school year to measure student growth in performance. For some of our professional development, such as our project-based learning courses, we conduct student surveys to measure the success in terms of engaging students in their learning (a key component of project-based learning). There are times when specific tools are used to measure growth before and after the new learning is applied. For example, with our Behavior Intervention training at ROPCHS, our team conducted a survey of staff at the beginning of the training and a month after the training to compare staff responses in terms of knowing what to do with challenging student behaviors. This allowed for us to examine the difference the training made for our staff and students. Beginning in 2019-20, we plan to add an additional form of assessment to determine the success of our professional development. We plan to visit classrooms throughout our programs to see for ourselves how the teacher or site leader is implementing their new learning. The various types of data collected inform the Annual Update of each program’s LCAP by reviewing the data with stakeholders (teachers, site leaders, paraprofessionals, parents, community partners) at least annually, measuring the success of the professional development, and reporting this information within the LCAP and modifying goals/actions in the LCAP, as needed, for future years.

## **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 El Dorado County Office of Education (EDCOE) provides support for students who are enrolled in our own programs (there are 23 English learners currently enrolled) and for eight districts within our county as part of our Title III Consortium. As the lead of the consortium, EDCOE administers the subgrant on behalf of all consortium members and also provides the structure to facilitate regular meetings of consortium members who choose to participate in similar areas of focus.

The Consortium meets at least three times/year to identify areas of need in terms of professional development and evaluate the effectiveness of professional development offerings so that our teachers, principals, other school leaders, administrators, and other school or community-based organizational personnel can best meet the needs of our EL students.

Professional development opportunities are explored and offered based on a comprehensive review of student performance on CAASPP, ELPAC, and local assessments within core content areas. Careful attention is paid to the topics that are provided for professional development to ensure that our Consortium activities supplement the level of federal, state, and local public funds that would have occurred in the absence of Title III funds.

In order to enhance the capacity of our teaching, leadership, and community-based staff to support our English learners in meeting standards, professional development addresses (at a minimum) the following areas:

- Exploration and purchase of supplemental materials to address academic content standards. This includes support in using new materials as well.
- Introduction to and applications of the B.E.L.I.E.F. (Blueprints for Effective Leadership and Instruction for our English Learners' Future) modules and how they tie to the English Learner Roadmap
- Regular analysis of English Language Development standards in conjunction with content standards to ensure that personnel have a clear understanding of the rigor (including vocabulary) and how to address the needs of English learners so that access is provided along with rigor
- How to interpret ELPAC results to address the needs of English learners
- Developing ELPAC-aligned tasks to be implemented as local, formative assessments throughout the year to address student needs in a timely fashion
- Support specific to English learners within the Universal Design for Learning framework (as part of our MTSS initiative)

For school leaders, the topics above will be addressed in a format that provides them with the ability to effectively observe classrooms to ensure that instructional practices are in place that support the learning of English learners. The content of the B.E.L.I.E.F. modules is especially supportive to leaders in this area. Community-based organizational personnel (Boys and Girls Club and other entities) are provided with a summary professional development opportunity so that they are able to support EL students in and beyond the classrooms. For classroom teachers and instructional assistants, the topics addressed above will be offered in an ongoing format throughout the school year (in a Community of Practice format) so that attendees are continually applying their learning, re-evaluating their actions to support EL students, examining student results to identify strengths and weaknesses, and collaborating with their peers from across the county. In most cases, "assignments" are given after each training session so that participants actively apply what they have learned and come to the next session prepared to debrief their experiences. Surveys are conducted after each training to measure effectiveness in meeting the needs of participants. Ultimately, the success of our professional development is measured by the improvement of our students on the

ELPAC and on local formative assessments (writing prompts, reading assessments, and other formative assessment measures).

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

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

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

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

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

EDCOE provides a number of opportunities and activities to support our English learners to increase their English language proficiency and meet the California content standards. These opportunities are provided to students in EDCOE programs and also are discussed/planned through the activities of the Title III Consortium.

Programs offered for English learners are based on their ELPAC scores and the assessment of core content teachers on specific assessments in the classroom. We use a Multi-Tiered System of Supports model to address the needs of our English learners in the most individualized fashion. The goal of our programs for our English learners is that students develop strategies that lead to fluency in speaking, listening, reading and writing across multiple content areas.

Most of the students who enter our programs have been found to have acquired reasonable fluency in English. For these students, we offer what we call a Level 1 Structured English Immersion program (L1SEI) in addition to ELD instruction. With L2SEI, English learners continue to receive additional and appropriate educational services and Integrated English Language Development where teachers use specially designed academic instruction in English (SDAIE) in tandem with instruction focused on the state-adopted content standards. Depending on need, trained paraprofessionals are available to English learners in the mainstream setting to support them in the classroom.

For our students who have not yet acquired reasonable fluency in English, we offer Level 2 Structured English Immersion (L2SEI). In the L2SEI setting, students receive instruction almost

entirely in English but with support in their native language (as needed). The curriculum and presentation in these classrooms is designed for children who are learning the language. For students in this setting, it is common to see them also receiving their ELD instruction following a Designated English Language Development model where time is set aside during the regular school day for a minimum of 30 minutes to provide focused instruction on the state-adopted ELD standards.

Our programs for our English learners are addressed as part of our Local Control and Accountability Plan (LCAP) development process. Interim and summative level metrics are in place in the LCAP to measure the success of our students with acquiring the English language and various stakeholders are included in the review of student performance on these metrics, on plans for address the needs of our English learners, and in the development of a budget that most effectively uses our LCFF dollars, Supplemental and Concentration funds, and Title III funds to support our programs.

Interim measures include student performance on writing assessments and comprehension of content in core areas which includes speaking and listening for understanding. We have found that our students (and parents) benefit from have one person who is specifically working with them to support their progress in learning English. For elementary students, this is often their classroom teacher and, for our older students it might be one of their core content area teachers or a paraprofessional who is working with them on a regular basis. Regardless of who the person is, this key relationship allows for parents to feel more connected to the school and their student's performance and it allows for a better assessment of the progress that the student is making on a regular basis. For the purpose of planning our program for English learners and coordination with LCAP efforts, a variety of stakeholders are included. Stakeholders include parents, teachers, school leaders, students (if age appropriate), paraprofessionals, and community members. By incorporating the focus on our English learners in the LCAP, all activities are planned for at least three years to guarantee the sustainability of the program. With the annual review of the LCAP, English learner progress is also reviewed. This includes identifying the number of students who have made progress (improved by at least one level) over the course of the year and reviewing the progress of English learners within all content areas. The CAASPP assessments (SBAC for ELA and Mathematics) are also used to measure student progress. All of this data is reviewed with our stakeholders to examine if our plans are meeting the needs of our students. Adjustments can be made to improve upon the support with provide based on review of research based strategies. One of the programs that we have been using with our high school students, Cengage's EDGE, has been well-received by our high school students. This is an example of curriculum that we investigated, piloted, and applied in our programs with regular assessments to measure progress. The English Learner Progress Indicator on the California Dashboard beginning in 2019 will support the LCAP and Title III planning process.

## **English Proficiency and Academic Achievement**

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

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

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



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

The El Dorado County Office of Education requires that our schools assist English learners in achieving English proficiency based on the ELPAC while supporting students to meet California's rigorous academic standards. Most of EDCOE's programs are alternative in nature and therefore the mobility of our students is very high. To ensure that parents and other stakeholders are involved in development of plans for Title III, Part A and provide input/share concerns regarding the progress of students, we often use school activity time as a forum for reaching out to solicit input. For example, at our Court school, we have parent visitation times when we hold our Site Council and LCAP meetings so that parents can share their input at that time when it is most convenient to them. We also include Probation and school staff during these meetings. Open Houses and Exhibition Days (held multiple times during the year) are also times that include parent/stakeholder meetings to share student progress.

The input of stakeholders has influenced our plans in the past and will continue to do so in the future. For example, it was in the input of a community member that resulted in us purchasing literature, sports-focused novels, and historical novels that were most appropriate for our English learners to improve upon their fluency in English and encourage them to read beyond the classroom requirements.

The success of our efforts is measured by regular examination of student progress in multiple content areas. This is achieved by frequently assessing student progress using local assessments (writing prompts and other means of measurement) as well as NWEA MAP assessments for Language Arts and Mathematics. These are norm-referenced assessments that focus on student growth. NWEA MAP assessments are administered every 12 weeks and reviewed with staff and parents. We have found our MAP growth measures to be accurate in terms of predicting student performance of English learners on CAASPP and we find the information informative when used in combination with other local assessments to determine student acquisition of English.

Since the ELPAC is a relatively new assessment, we will continue to provide our stakeholders with information about how to interpret the scores and we will be examining our student results on the ELPAC in comparison to classroom assessments to ensure that we are appropriately using the results to adjust instruction as needed. This work will require training and staff review time specific to the expectations that we have for English learner progress and we will explore supplemental curriculum to address the needs of our EL students if we find that the additional support is needed.

## **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:**

The El Dorado County Office of Education will be using our Title IV funds to supplement local and state dollars so that we might provide our students with a well-rounded education in an environment that is healthy and safe for students. In addition, we intend to provide technology for students to support individualized learning experiences using the Google platform as a base. EDCOE receives less than \$30,000 in Title IV funds. Listed below are the activities and actions that we to apply as a result of receiving Title IV funding:

Well-Rounded Education: Title IV funds will be used to provide career and technical education activities that have not been previously available to our students. Current plans include the addition of a Culinary/Nutrition program as part of our coursework available to all students. We are also exploring the possibility of offering art and drama courses for our students. Poetry has been offered in the past and students have expressed an interest in learning more about visual and performing arts. This is supported by goals set forth in our LCAPs.

Healthy and Safe Environment: We plan to use funds from Title IV to provide students with support and resources to transition from our court school to their home school with the greatest opportunity for success. We plan to research and visit other sites to identify effective practices to support students in this area.

Effective Use of Technology: Title IV funds will be used to expand upon the current environment (Google Apps for Education) that is in place for our students. Staff will receive training so that they can maximize individualized opportunities for students to learn using software and other technology-based resources.