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

LEA Name
San Joaquin County Office of Education

CDS Code:
3910397-3930468

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

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

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

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

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

Based on surveys conducted with teachers, support staff, parent/guardians, and other community stakeholders, SJCOE continues to align its Local Control Accountability Plan (LCAP), School Plans for Student Achievement (SPSA), and Western Association of Schools and Colleges (WASC) action plan. The goals are as follows:

1. Improve students attendance by decreasing truancy.
2. Improve academic rigor and consistency across student programs.
3. Improve our capacity for building and growing relationships between our program, students, parents, and community.

The vast majority of our students from all student groups come to us with significant gaps in their learning. Utilizing Local Control Funding for core academic supports is essential so our students can gain necessary access to the curriculum. In addition, federal funds are braided with state and local funds to supplement and enhance learning opportunities for all students and to provide professional learning opportunities for certificated staff and administration. Each goal has multiple actions and services identified to ensure progress toward the desired outcomes. Throughout the school year, updates and related data for each of the goals and actions is shared with SJCOE administration, staff, and stakeholders.

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.
The alignment/braiding of state and federal funds is shared with stakeholders at LCAP, School Site Council, and District English Learner Advisory meetings. SJCOE intentionally aligns its LCAP, SPSA, and WASC Goals to ensure coherence and continuity of services and supports for our students. The Goals are as follows:

Goal 1: Improve student attendance by decreasing truancy.
Goal 2: Improve academic rigor and consistency across student programs.
Goal 3: Improve our capacity for building and growing relationships between our program, students, parents and community.

SJCOE County Operated Schools and Programs works directly with our Business Services Division to ensure federal dollars and actions are aligned with the Goals, Actions, and Services included in the 2019-20 Local Control and Accountability Plan. The federal dollars are specifically identified in the budget sections for each of the Actions and Services. During the 2018-19 school year our County Operated Schools and Programs began implementing Multi-Tiered Systems of Support (MTSS). “MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for every student’s academic, behavioral, and social success (CDE website).”

As stated above, our LCAP, SPSA and WASC goals are aligned to ensure continuity throughout our programs. The braiding of state and federal funding is discussed with stakeholders at School Site Council and LCAP stakeholder meetings where the concept of supplementing and enhancing are shared.

The following LCFF funded actions/services are supplemented with federal funds:

- Goal 1.1 – $184,121 - Title I, Foster Youth, McKinney-Vento
- Goal 1.2 – $21,878 - Title I
- Goal 1.3 – $25,931 - Title I
- Goal 1.4 – $1,695 - Title I
- Goal 1.5 – $105,989 - Title I, Foster Youth, McKinney-Vento
- Goal 1.6 – $75,139 - Title I, Foster Youth, McKinney-Vento
- Goal 1.7 – $165,577 - Title I, Foster Youth, McKinney-Vento
- Goal 1.8 – $87,123 - Title I, Foster Youth, McKinney-Vento
- Goal 1.9 – $174,843 - Title I, Foster Youth, McKinney-Vento
- Goal 1.10 – $94,654 - Title I
- Goal 1.12 – $151,318 - Title I, Foster Youth, McKinney Vento
- Goal 2.1 – $52,221 - Title I
- Goal 2.4 – $10,958 - Title I
- Goal 2.5 – $15,744 - Title I
- Goal 2.6 – $8,237 - Title I
- Goal 2.10 – $602,156 - Title I
- Goal 2.11 – $5,492 Title I
- Goal 3.1 – $26,416 - Title I
- Goal 3.2 – $3,644 - Title I
- Goal 3.3 – $15,073 - Title I
- Goal 3.4 – $14,324 - Title I, Foster Youth
- Goal 3.5 – $5,866 - Foster Youth
- Goal 3.7 – $14,484 - Title I
- Goal 3.8 – $83,073 - Title I, Foster Youth, McKinney-Vento
- Goal 3.9 – $23,532 - Title I
- Goal 3.10 – $98,606 - Title I, Foster Youth, McKinney-Vento
- Goal 3.11 – $67,965 - Title I, Foster Youth, McKinney-Vento

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

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

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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
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<tr>
<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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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.
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**

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<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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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:

Student demographic data is collected upon enrollment and updated, as needed, throughout the school year. All students enrolled in the San Joaquin County Office of Education (SJCOE) Court and Community Schools are considered high risk. We work closely with the SJCOE Human Resources Division to to hire and retain the highest quality instructional staff. These efforts include participation in multiple recruitment fairs throughout the year. In addition, we work closely with local universities to recruit prospective employees from their teacher preparation programs. The Teachers College of San Joaquin(TCSJ), operated under the auspices of the SJCOE, is the only WASC accredited teacher credential program operated by a county office of education in the state of California. We work closely with TCSJ to ensure teacher interns are provided the highest quality education and mentoring throughout their program. We also work with our Human Resources Division to conduct a thorough review of teacher's credentials and certifications to determine which of our teachers are classified as ineffective and/or inexperienced. During the 2017-18 school year, there were 19 Court and Community School teachers considered inexperienced and 0 considered in effective. SJCOE continues to use the Peer Assistance and Review (PAR) process to support any teachers deemed ineffective based on their regularly scheduled evaluation. These supports may include side by side instructional coaching, targeted professional learning, and other supports provided by our SJCOE Educational Services Division. With the support of our Student Services staff and data support team, we conduct an analysis of each school site with an emphasis on student subgroups including low income, minority, English learners and special education students. This analysis did not yield any equity gaps related to ineffective, inexperienced, or out-of-field teachers.

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:
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:
Based on our student demographics, our SJCOE Court and Community Schools are considered School-wide programs. The vast majority of our students come to us with credit deficiencies and gaps in their education. One hundred percent of our Court School students are socio-economically disadvantaged. Title I, Part A funds are used to supplement and enhance our LCFF core academic, social/emotional, and behavioral supports including the following:

* Intervention Specialists - provide outreach and case management for students who have exhibited chronic absenteeism and other behaviors contributing to gaps in their education.
* Family Engagement Specialists - develop and implement the Parent Project workshop series. The 10-week program invites parents to participate in workshops for three hours, once a week. Topics include: addressing problematic behavior, adolescent drug use, the out-of-control child, social media and cyber-bullying, finding help and support, active listening, and consistency.
* Campus Safety Technicians - provide daily communication with parents/guardians to improve student attendance and build positive school culture while supporting PBIS, Restorative Practices, and Trauma Informed Skills.
* Insight Teachers - provide specialized social emotional learning environments for students who have exhibited behavioral challenges prior to, during, or after enrollment. This includes the utilization of the BASE curriculum to support social emotional development and integration with Positive Behavioral Interventions and Supports and Restorative Practices.
* Frontier Teachers - provide specialized support for students who are exhibiting chronic absenteeism due to a wide variety of social/emotional and mental health related issues.
* Multi-Tiered Systems of Support (MTSS) Coordinator - works directly with teachers and administrators to align academic, social-emotional, and behavioral supports for students and families to impact positive student outcomes. This includes oversight of PBIS, Restorative Practices, and Trauma Informed Practices training for teachers, support staff, administration, students, and families.
* Counselors - provide supplemental social-emotional support to students who are experiencing chronic absenteeism and other social emotional challenges.

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:

At the time of enrollment students and their parent/guardians are asked for their address of residence. If the response fits within the definition of homelessness, based on the language provided by the McKinney-Vento Homeless Assistance Act, the student is identified as such in our student information system and provided immediate enrollment. Counselors, school nurses, mental health clinicians, and student transition specialists are on hand during enrollment and throughout the student's stay to provide necessary support. Students and families are referred to dental and medical assistance, as needed. Our SJCOE Homeless Director provides oversight of all supports and services provided to homeless students and families. He also works with our school districts throughout San Joaquin County to provide technical assistance and compliance with McKinney-Vento. Our administrators, counselors, clinicians, and transition specialists are all trained in the McKinney-Vento Homeless Assistance Act. Our transition specialists ensure students have access to transportation services to and from school and facilitate transitions into, through, and beyond our schools. Clothing and hygiene related needs are provided by school staff.

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

From the time of enrollment our SJCOE students are provided high levels of support related to institutions of higher learning, employment opportunities, and community based organizations such as WorkNet and Work Start Yes. We partner with San Joaquin Delta Community College to offer dual enrollment. We also partner with San Joaquin Delta Community College to offer an Independent Living Skills Program for our foster youth. Our school counselors work with our students to conduct career interest surveys. They also take students on college visitations to provide exposure to community college and university campuses. Our counselors and transition specialists work with our seniors to facilitate their transition from high school to institutions of higher learning and employment training programs. A full-time Career Development Transition Specialist was hired in June of 2019 to enhance employment opportunities for our students. Our Student Services staff gather information from students who have graduated or exited the program with an exit survey on our Beyond.one website. The SJCOE Countywide Plan for expelled youth is developed in collaboration with local school districts and is reviewed and updated on a triennial basis. A Memorandum of Understanding (MOU) was constructed with County Probation to ensure necessary supports for students exiting our schools to facilitate appropriate and immediate enrollment in their next school of choice. The MOU also highlights the importance of data sharing and student parent involvement in educational decisions.

**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:**

Upon enrollment in SJCOE Court and Community Schools, every student is assessed using the Accucess Math and English Language Arts Assessment. This diagnostic and prescriptive assessment allows teachers and administrators to design meaningful and targeted learning experiences for every student. We will continue to utilize Title I funds to support classroom libraries at all our court and community school sites.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Joaquin County Office of Education (SJCOE) one.® Program serves K-12th grade students in our Juvenile Court and Community Schools. The one.® Program is a permissive program that accepts students by referral from a variety of sources including District Discipline Review Board Expulsion Orders, School Attendance Review Boards, Probation, Human Services, Homeless and Foster Youth and parent choice, if allowed by the home district. The one.® Program is comprised of both a court and community school program with several student service supports in place to meet the needs of referred students including one. STOP mental health services, Attendance Incentive programs as well as Truancy Intervention and Support. Hispanic or Latino students make up the majority of our student population in court (56.9%) and community schools (57.0%).

In an effort to ensure meaningful learning opportunities for all students, small satellite sites with three to five teachers are located throughout the county. These sites include intervention classrooms for students requiring additional support in the areas of truancy, behavior and mental health. Our Court Schools serve students who have been incarcerated, adjudicated, or neglected. Our Community Schools serve students who have had gaps in their education for a wide variety of reasons.

Ongoing goals for the program are consistent with the program WASC Self-Study Action Plan as well as the Single Plan for School Achievement (SPSA). The LCAP goals are as follows:
Goal 1 - Improve student attendance by decreasing truancy; Goal 2 - Improve academic rigor and consistency across student programs; and, Goal 3 - Improve our capacity for building and growing relationships between the program, students, parents and the community. The Actions and Services identified under each goal in the LCAP have been identified and reviewed by stakeholders over time to ensure resources are focused on the greatest areas of need for students and families. For this reason, local data which is used regularly for administering programs is shared with stakeholders to support both the current actions and services and to encourage feedback on goals, actions and services.

The San Joaquin County Office of Education provides support for Foster Youth throughout the County. This support includes support for individual students as well as guidance to all school districts to ensure necessary supports are in place for all Foster Youth students. Foster Youth students are provided immediate enrollment upon referral. The San Joaquin County Office of Education develops a three-year plan for expelled students with input from district student services and child welfare and attendance administrators throughout the county. The San Joaquin County Office of Education collaborates with all county school districts, County Probation, County Human Services Agency, and many other community-based organizations to ensure wrap-around services are provided for our students and families.

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:
The San Joaquin County Office of Education works closely with San Joaquin County Probation to ensure all wards of the court, delinquent and dependent, receive necessary access to our WASC accredited educational programs. We operate the school inside the juvenile hall as well as Camp Cruikshank, a long term program for youth who have been adjudicated by the Juvenile Court. In addition to daily collaboration between our administrator at the court schools and the on site Director of Probation, our Assistant Superintendent and Division Director of County Operated Schools and Programs meet regularly with the Chief of probation and her cabinet members to discuss our academic, social-emotional and behavioral supports for our students. In addition to numerous LCAP stakeholder meetings in the community, an LCAP stakeholder meeting was held on site and attended by parents, students, probation and school staff. A formal MOU was co-constructed by SJCOE and County Probation to ensure necessary communication to facilitate student transitions into, through and beyond our court schools. There is an emphasis on the sharing of academic records and immediate enrollment upon release from a court school. Our community schools, also operated under the auspices of the San Joaquin County Office of Education, also offer a fully WASC accredited educational option for students who have been expelled by a traditional school district, have experienced chronic truancy, are credit deficient, and have not met with academic success in a traditional school setting. Our San Joaquin County Office of Education develops a Three-Year Plan for Expelled youth with input from all thirteen San Joaquin County Districts to outline the support and options for expelled youth.

### 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 County Operated Schools and Programs provide WASC accredited educational programs in our institutional and day treatment school settings. COSP collaborates with County Probation to ensure students have access to high quality teaching, standards-based curriculum, and state and local assessments. We also provide one-to-one access to Chromebooks for our students in institutional and community settings to ensure access to instructional technologies. We continue to work closely with our County Probation administration and staff to implement Positive Behavioral Interventions and Supports, as well as Restorative Practices to develop therapeutic learning environments program-wide.

Upon enrollment at an SJCOE Court School, every student's academic levels are assessed utilizing Accucess. This data is entered into our PROMIS student information system to assist teachers and staff in developing appropriate instructional supports. Student transcripts and academic records are requested from the previous district of attendance. Our Student Services staff follow all state end federal guidelines related to the Individuals with Disabilities in Education (IDEA) Act. Our Court Schools administer all state mandated assessments including the English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Progress and Performance (CAASPP). Based on results from the ELPAC and other academic measures, students English proficiency is reviewed annually and students meeting set criteria are reclassified Fully English Proficient.

### 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:**
County Operated Schools and Programs recognizes the necessity for the successful transition of children and youth returning from correctional facilities, county community schools, and other alternative school settings. We’ve hired Transition Specialists to support the transition of students into, through, and beyond our schools and programs. This includes collaboration and input from parents/guardians, students, County Probation, and referring school districts. Academic placements are based on the best of interest of individual students. A formal MOU was co-constructed by SJCOE and County Probation to ensure necessary communication to facilitate student transitions into, through and beyond our court schools. There is an emphasis on the sharing of academic records and immediate enrollment upon release from a court or community school. Counselors, Transition Specialists, and Mental Health Clinicians also connect students and families with community-based wrap-around services based on their individual needs. They work directly with local school districts to ensure compliance with all state and federal mandates.

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 vast majority of our Court School students come to us with gaps in their education. Most are credit deficient and are far below grade level in Math and Reading levels. The average Math level is 519 for students assessed upon entry into our court and community school programs. This correlated to a 5th grade level, 19% of the way through the school year. The average Reading level is 645 which correlates to a 6th grade level, 45% of the way through the school year. Fifty percent of students scored below average in Math and 52% of students scored below average in Reading.

Our County Operated Schools and Programs provide WASC accredited educational programs in all our Court and Community Schools. COSP collaborates with County Probation to ensure students have access to high quality teaching, standards-based curriculum, and state and local assessments. We also provide one-to-one access to Chromebooks for our students in institutional and community settings to ensure access to instructional technologies. We continue to work closely with our County Probation administration and staff to implement Positive Behavioral Interventions and Supports, as well as Restorative Practices to develop therapeutic learning environments program-wide.

Upon enrollment at an SJCOE Court School, every student's academic levels are assessed utilizing Accucess. This data is entered into our PROMIS student information system to assist teachers and staff in developing appropriate instructional supports. Student transcripts and academic records are requested from the previous district of attendance. Our Student Services staff follow all state end federal guidelines related to the Individuals with Disabilities in Education (IDEA) Act. Our Court Schools administer all state mandated assessments including the English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Progress and Performance (CAASPP).

Prior to release from the Court School a transition plan will be developed with input from the parent/guardian and student. The student's academic, social-emotional, and behavioral needs will be taken into account. Whether a student transitions to a county community school or a district operated school, our transition specialists will facilitate an immediate school placement in the most appropriate setting. Our community school mental health clinicians provide ongoing support for our students and families and collaborate with local school districts. Our school counselors ensure proper course placement and preparation for high school graduation and college and career readiness.

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:**

While in residence at a Court School, students receive medical, dental, and mental health services from the County Human Services agency. In addition, students and families receive support from our school counselor, mental health clinicians, school nurses, and transition specialists to ensure ongoing access to necessary support after release. Our school nurses work with pregnant and parenting teens to support prenatal health care and nutrition. Our New Start Community School teams up with the Child Abuse prevention Council to provide daycare while students are attending school. The transition specialists collaborate with local school districts and our own Community Schools to ensure immediate enrollment for students exiting Court Schools. Our mental health clinicians provide direct support to students in our Community Schools and make outside referrals when necessary. We offer a wide variety of community school placements with differentiated instructional models and schedules. Our Family Engagement Specialists offer Parent Project workshops to support families with a wide variety of challenging situations.

**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:**

SJCOE has active MOUs with the San Joaquin County WorkNet, San Joaquin Delta Community College, County Probation, Childhood Abuse Prevention Council, the California Colleges Guidance Initiative, and many other community-based organizations to facilitate postsecondary and workforce success for children and youth returning to the community from correctional facilities. WorkNet is a WIOA funded community-based organization providing supports and services to students and adults seeking employment readiness and job preparation services in San Joaquin County. Our MOU with San Joaquin Delta Community College provides opportunities for concurrent enrollment for our students seeking access to college courses while still enrolled in high school. Under the Workforce Innovation and Opportunity Act (WIOA), WorkStartYES assists youth and young adults throughout San Joaquin County who face significant barriers to success in the labor market by providing resources and support to overcome those barriers and successfully transition to self-sufficient adulthood. Our school counselors and teachers are responsible for ensuring every court and community school graduate have successfully completed their required high school credits and the Graduation By Exhibition (GBE). In addition, our counselors work with high school seniors to ensure they have completed the Free Application for Federal Student Aid (FAFSA) to facilitate their matriculation to higher education.

**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:**
This year the Family Engagement team implemented The Parent Project program. The first Parent Project cohort began in May with a group of parents with children enrolled in our Cruikshank Court School. The 10-week program invites parents to participate in workshops for three hours, once a week. Parents have already shared powerful testimony as to how effective the tools and strategies presented in The Parent Project curriculum have changed the foundation of their relationship with their children. Topics in the curriculum of these workshops include: addressing problematic behavior, adolescent drug use, the out-of-control child, social media and cyber-bullying, finding help and support, active listening, and consistency. During the 2019-20 school year collaboration with local community-based organizations and agencies including Juvenile Probation, the District Attorney’s office, and County Human Services will be increased to provide Parent Project training. This will increase access and participation to a greater number of parents and families.

Our Family Engagement Specialists provide workshops and actively reach out to teachers, support staff, and administrators at every school to increase parent participation and active involvement with our educational community.

Parent conferences are held at each school site to provide parent/guardians updates on their student’s academic, social/emotional, and behavioral development. State and local academic assessment results are shared with parents during teacher conferences, and are also mailed home for parents to review. Teachers, counselors, family engagement specialists, and administrators support parents and families to improve the achievement of their students. Written notices regarding LCAP Stakeholder meetings, SSC and DELAC, open houses are provided in English and Spanish, posted on our SJCOE website, and shared via ConnectEd telephone calls. Our translation services are provided at all stakeholder meetings.

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:
SJCOE has active MOUs with the San Joaquin County WorkNet, San Joaquin Delta Community College, County Probation, Childhood Abuse Prevention Council, the California Colleges Guidance Initiative, and many other community-based organizations to facilitate postsecondary and workforce success for children and youth returning to the community from correctional facilities. WorkNet is a WIOA funded community-based organization providing supports and services to students and adults seeking employment readiness and job preparation services in San Joaquin County. Our MOU with San Joaquin Delta Community College provides opportunities for concurrent enrollment for our students seeking access to college courses while still enrolled in high school. Under the Workforce Innovation and Opportunity Act (WIOA), WorkStartYES assists youth and young adults throughout San Joaquin County who face significant barriers to success in the labor market by providing resources and support to overcome those barriers and successfully transition to self-sufficient adulthood. Our school counselors and teachers are responsible for ensuring every court and community school graduate have successfully completed their required high school credits and the Graduation By Exhibition (GBE). In addition, our counselors work with high school seniors to ensure they have completed the Free Application for Federal Student Aid (FAFSA) to facilitate their matriculation to higher education.

In addition, the San Joaquin County Office of Education has applied for, and received, Career Technical Education Innovation Grant (CTEIG), and Smart Workforce funding from the State of California to support access to career technical education opportunities for our court and community schools.

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:

SJCOE teachers, staff, and administrators collaborate closely with our Probation colleagues. In addition to the daily interaction at our Court School sites, our Assistant Superintendent and Division Director of County Operated Schools and Programs meet regularly with Probation counterparts to ensure proper alignment of California Education Code and Juvenile Title 15 Regulations. SJCOE and County Probation developed a joint MOU to outline responsibilities for the immediate enrollment of students in appropriate in schools upon release from an institution. Our community schools work closely with Probation staff to support regular school attendance for students in our community schools. Probation staff are active participants on our Truancy Task Force and take part in our quarterly truancy sweeps. Probation also maintains a presence at our LCAP stakeholder meetings. Probation staff are regular participants at our staff development meetings and have taken part in our Restorative Practices professional learning. They also coordinate efforts with our mental health clinicians to support students and families in crisis.

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:
Upon enrollment in our court schools, COSP staff request all student records from the previous school of enrollment including transcripts, attendance, discipline history, I.E.P.s, 504 plans, and Student Success Team plans, as applicable. We also conduct a search and serve (Child Find) through CalPADS and the Special Education Information System (SEIS) to determine if a student has, or has had, an IEP. If a student is new to the State of California, the student's previous school of enrollment is contacted directly to obtain student records. Any parent or stakeholder suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the Director of Student Services and/or Special Education, or his/her designee. After exit, all pertinent student records related to Individualized Education Plans are forwarded to the next school of enrollment immediately upon request.

**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:**

Upon student enrollment in a court school program, counselors and transition specialists engage with students and families to develop an academic transition plan, including the most appropriate school placement for each student. Upon release from court schools, students may enroll in their school of residence, continuation school, county community school or other alternative school. The placement is based on the student's needs and input from the parent/guardian and student. COSP counselors, transition specialists, and administration work directly with school districts to ensure a seamless transition. Students referred to county community schools are provided the same level of support and may transition to other county community schools, traditional schools, or alternative schools with the support of our counselors and transition specialists.
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All San Joaquin County Office of Education one.Program new administrators complete a Commission-approved Administrative Services induction program within five years of employment in an administrative position. The administrative induction program provides new administrators guidance and support while clearing the administrative credential (Tier 1 and 2). All administrators also participate in a monthly Leadership Academy operated in collaboration with SJCOE Education Services. The Academy utilizes the Five Dimensions of Teaching and Learning framework developed by the Center for Educational Leadership. Administrators participate in additional professional development with teachers throughout the year. These professional development opportunities include topics such as curriculum, assessment, Restorative Practices, PBIS, and EL support.

New teachers in the one.Program receive various amounts of support within their first two to three years of teaching. All new teachers to the one.Program participate in the New Teacher Academy led by two veteran teachers and an administrator. Teachers meet five times a year and discuss and review challenges and celebrations. Teachers in the New Teacher Academy receive instructional support from the lead teachers and participate in multiple classroom observations throughout the year. Topics discussed during the Academy meetings include classroom management, lesson planning, assessment, and procedural items specific to the one.Program. Teachers in the one.Program new to the teaching profession are also provided with a veteran teacher through the one.Program Mentor Program. This Mentor Program allows new teachers and their mentor to meet at least 30 minutes a week throughout the year, as well as provide opportunities to conduct classroom observations both within the one.Program and also in classrooms of surrounding districts. Many of the one.Program teachers in the San Joaquin County one.Program are enrolled in an intern program in preparation to obtain their teaching credential. Within the intern programs, teachers are assigned a peer coach within the one.Program to mentor them through the process. Teachers in induction also receive an induction mentor. Mentors and teachers meet weekly.

Teachers and other school leaders such as counselors, who have been in the program for at least three years, are also given other professional development opportunities to help build leadership. These opportunities include curriculum writing, textbook adoption, data review, assessment creation and evaluation, conference attendance, and new teacher mentoring. Teachers who participate in these leadership opportunities become the lead teachers within the program and provide additional support and guidance for other teachers by leading program-wide professional development, as well as mentorships.

Teachers complete a survey at the end of the year that evaluates the effectiveness of professional development offered, as well as a needs assessment that helps to plan professional development for the upcoming year. Results from the survey are used to develop targeted support for teachers, administrators, and other school leaders for the upcoming year. Surveys are also conducted after most professional development sessions. Results are reviewed by administrators and adjustments are made, as necessary, to the professional development plan.

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:
Based on the Fall 2018 California School Dashboard our graduation rate is 33.7%. SJCOE Court and Community schools collaborated with the San Joaquin County Office of Education's Education Services Division to develop a CSI Plan that included school-level needs, evidenced-based interventions, and an analysis of resource inequities to support increased student outcomes. In addition, the LEA met with the Special Education administration team to review the California School Dashboard and local behavior data (frequency of Behavior Emergencies and Special Incidents). After evaluating the data and conducting a needs assessment, the Special Education team identified a resource inequity in the behavior intervention support (behavior-trained Instructional Assistant floaters) offered to the three main regions where programs are located. Based on our needs assessment, evidence-based interventions were identified and the team created an implementation plan.

A school wide 7 step comprehensive needs assessment was carried out at all three schools with strategic support provided by the district in creating the CSI plans:

Step 1: Establish a school wide planning team & clarify the vision for reform

Step 2: Create the school profile & identify data sources

Step 3: Analyze the data and current performance level

Step 4: Determine the root causes for performance gaps (utilizing Improvement Science tools and root cause analysis)

Step 5: Identify recommendations to close the gaps

Step 6: Identify how the program will monitor the effectiveness of proposed improvement strategies

Step 7: Review the evaluation outcomes and determine next steps for the following school year

______________________________________________________________

Timeline:

January Initial conference call with Sant Cruz, Santa Clara, Stanislaus, and San Joaquin County Offices of Education (Quad COEs) laid the foundation for CSI collaboration

March 11, April 4, and May 1, full day planning meetings with Quad COEs to analyze root cause, develop aim statements, and initiate CSI plans

April: All teachers, counselors, and administrators examined graduation rate and CCI data with root cause analysis activity

May: LCAP Annual Update and opportunity for input regarding root cause analysis for CCI (DA) and graduation rate (CSI) were shared at SSC meeting

July: Compile internal data related to factors impacting graduation rate

August 2: 1st day of Professional Development review data sets and root cause work from end of April and set goals for this year. (fishbone activity)

• Same with SSCs (CCI, grad rate, suspension, attendance fishbone activities)

October 16: Approval of SPSAs at SSC for Court, Community and Sped

October 31: Due to the CDE

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.
A Data Support Specialist was hired to support the development and dissemination of meaningful data related to student academic, behavioral, and social-emotional progress. In addition to providing ongoing reports to teachers, counselors, and administrators, data related to our SPSA, WASC, and LCAP goals are regularly shared with parents and stakeholders to inform decision-making. Data related to student attendance, academic achievement, and social-emotional growth is shared at School Site Council and District English Language Advisory Committee meetings throughout the school year. Plans for Title II funding are included in the school's Single Plan for Student Achievement which is posted on the SJCOE website. Surveys are provided at the conclusion of all professional learning activities to allow participants to provide feedback to inform future professional learning opportunities. This includes administrator surveys at the conclusion of our monthly Leadership Academies, end of year teacher and counselor surveys to inform future professional learning needs, and ongoing surveys at the end of each professional learning experience. These surveys are monitored throughout the year by our Director of Curriculum, Professional Learning and Assessment, our Division Director, teacher and counselor leaders. SJCOE administration conducts monthly meetings with our teachers' association to seek feedback and share information related to professional learning for all certificated staff. Teacher leaders also play an integral role, along with our Director of Curriculum, Professional Learning, and Assessment, in co-constructing learning opportunities for our staff. Paraprofessionals receive training throughout the year designed to support their professional development and increase capacity to support student learning. Our site directors and coordinators (principals) take part in monthly Leadership Academy with an emphasis on the Five Dimensions of Teaching and Learning. The County Operated Schools and Programs Professional Learning Plan is vetted by all our administrators and reflects feedback from staff and administrator surveys. We meet with our mental health clinicians regularly to discuss ways to increase services and target students with the greatest needs. The Director and Coordinators of our charter schools are part of our County Operated Schools and Programs Leadership Team and take part in our Leadership Academies and Administrator meetings. We meet regularly with community partners, including County Probation, and Behavioral Health to strategize methods to increase services for our students. We actively participate with statewide organizations to share best practices and innovative strategies. At LCAP Stakeholder meetings, School Site Council, and District English Learner Advisory Council, information related to our professional learning is shared and parents are able to provide feedback. Our LCAP, WASC, and SPSA goals are all aligned to ensure necessary focus on improved student attendance, increased academic rigor and access, and increased capacity for building relationships.
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:

During the 18-19 school year, multiple professional development opportunities were offered to administrators and teachers in The Writing Reform and Innovation for Teaching Excellence (WRITE) approach, a national Academic Excellence model for professional development to improve teacher efficacy in K-12 writing instruction in English and Spanish. The WRITE Approach supports schools and districts in the integration of systemic literacy implementation. In the one Program, the WRITE Approach is used as a supplemental curriculum for EL students to help them meet the rigorous state standards in all subject areas. All teachers received four trainings to calibrate with common writing rubrics around four writing genres (personal narrative, compare and contrast, research, and argumentative) as well as training in ELD strategies, in an effort to improve the instruction and assessment of EL students. Additionally, instructional coaching in the WRITE approach and in ELD instruction was facilitated by our SJCOE Educational Services Team to help enhance the ability of teachers in understanding and implementing EL instruction and assessment and assist in improving the English skills of English learners in order to ensure they meet the same challenging academic and graduation standards as their English-only peers.

During the 18-19 school year, 21 EL students were moved to reclassification, an increase of 10 from the previous school year. This can be attributed to the focus on ELD instruction and the support provided to our English learner students in both integrated and designated instruction.

Dataquest numbers: 18/19 10, 17/18 0

In addition, we also began planning a three-week English Learner Summer Academy for long-term English learner students at three of our high-LTEL school sites. The academy will be taught during the first weeks of June and will integrate WRITE and ELD instruction in a science and English integrated curriculum. The academy includes learning excursions for students to study the effects of plastics in the ocean. The objective of the academy is to increase the number of LTEL students who move to reclassification. During the 2019-20 school year, instruction from the academy will be replicated as after-school workshops for LTEL students throughout the program. Instructional coaching by the SJCOE Educational Services Team in the WRITE Approach and ELD instruction will continue to be offered to teachers. Teachers and administrators will also continue to calibrate with each other on the common writing assessment rubrics to better inform student writing progress and achievements.

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:

Not applicable.

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:

We will continue to provide integrated and designated instruction for all English learners. We will continue to review student achievement data related to language acquisition. Long-term English learners will be identified and highly encouraged to participate in the intensive English academy workshops that will be offered after school during the 19-20 school year. Instructional coaching in the WRITE Approach and ELD instruction will continue to be offered to help build the capacity of intensive ELD instruction.

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:

In addition to our core English Language Arts / English Language Development curriculum, SpringBoard, all COSP teachers continue to implement the WRITE approach strategies in both integrated and designated ELD instruction. All English learner student data is evaluated quarterly to determine reclassification status of EL students. All RFEP student achievement data is reviewed annually to monitor the progress and success of the students after reclassification for four years after reclassification.
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are committed to establishing Therapeutic Learning Environments program-wide. In addition to hiring a Multi-tiered Systems of Support Coordinator IV to manage, develop, and coordinate all efforts involving academic, behavioral, and social-emotional well being we will continue to support program-wide PBIS and restorative practices. Funds will be used to expand PBIS, Restorative Practices, and Trauma-Informed Care professional learning opportunities, training, and conferences. We will continue to partner with PBIS and restorative practices coaches and consultants. PBIS incentives will be provided to our schools' sites based on input from teachers, students, and parents. Furthermore, we plan on developing a team of internal Restorative Practice trainers to provide on-going support through implementation and school-wide practice. Certified licenses are provided by (IIRP), PBIS Coalition, Julie Adams Adams Educational Consultants, providing an emphasis on safe and healthy students. We will continue to measure progress by tracking attendance trends, suspension rates, and academic credits earned by school site. We will continue to measure and track progress in staff participation in professional learning opportunities provided.