

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

## LEA Name

Mendocino County Office of Education

## CDS Code:

23102310000000

## Link to the LCAP:

*(optional)*

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## 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

*(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.

The Mendocino County Office of Education determined during the stakeholder process conducted in the spring of 2018 that there was a need to focus intensively on the social emotional needs of the students, many who have also been impacted by trauma. It became apparent that we needed to actively pursue an array of counseling services in concert with academic support. An effort was begun to improve school climate, implement a progressive discipline matrix that was rooted in restorative practices, and address the multi-dimensional needs of the students. The staff fosters the belief that the Community School students "vote with their feet"; and that by providing a safe, therapeutic, and engaging learning environment, attendance would increase. The funds provided under Title I Part A will continue to be used for counseling services, academic intervention through the use of paraprofessionals, and the purchase of instructional intervention materials. Title I Part D funds will continue to be used to provide counseling, instructional intervention, and transition planning for those students who are incarcerated. Title II will continue to be used to provide instructional coaching for teachers to increase student engagement as well as data collection, interim assessments and highly-functional PLCs.

## 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.

Title I Part A funds will be utilized to enhance Goal 1: Continue to provide Professional Learning to teachers and instructional paraprofessionals on implementing the state standards, reading and math intervention strategies, best instructional practices and integration of technology in the classroom using standards-aligned instructional materials. Contract with MCOE Educational Services Division to provide coaching and professional learning in ELA/ELD and Math. Purchase and implement ELA/ELD Intervention program. Student Accountability Specialist will provide conflict mediation and identify barriers to school attendance for identified student groups. Meet with students no less than quarterly to review Individualized Learning Plan.

Title I Part D: Intervention paraprofessional to provide direct instruction (under the guidance of the classroom teacher) to designated students in math and ELA who are in need of intervention.

Title II: Title II funds will be utilized to enhance Goal 1: continue to provide instructional coaching for coaching to increase student engagement, as well as data collection, the use of interim assessments, and highly-functional PLC's.

## 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 (as applicable)

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

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

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

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

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

**Career Technical and Work-based Opportunities**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

The Mendocino County Office of Education addresses the ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## 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:

During the 2018-19 school year MCOE had two teachers who, under the ESSA criteria, are considered to be "misassigned (placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or service position in which the employee is not otherwise authorized by stature to serve)." MCOE will continue to plan to hire fully credentialed teachers. MCOE supports, and will continue to support, professional growth for teachers by offering trainings throughout the school year. MCOE provided math training and coaching to all teachers at Community School and West Hills School. The teachers also met in monthly PLC groups to discuss student learning and utilized common math tasks in all classrooms. Our students are primarily, low-income, minority, English Learners (ELs), Foster Youth, Homeless, at risk, detained, expelled or referred to us by the probation department.

#### 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:

Goal 3 of the 2019-20 LCAP addresses in detail the ESSA provision addressing parent and family engagement. There are three basic approaches to engaging with parents 1) individual parent contact; 2) student recognition or performance opportunities; 3) parenting classes that help parents support their children in school. Increasing parent engagement continues to be a goal, particularly since many of the students transition in and out of the program over the course of the year. All parents were given access to a survey through Google, and results indicated that the program strives to prepare students for life after high school. Parents felt strongly that communication regarding their child's progress was clearly communicated. All parents felt that students are encouraged to become active participants in their communities. We exceeded our goal of 10% of parents participating in a 10 week Triple P parenting class linked to student learning and social-emotional development and growth by 15% (resulting in a 25% participation rate). Personal contact with parents improved parent participation in school activities. A translator was provided at activities, School Site Council and other meetings as needed. Transportation to school events was offered to parents. Parent conferences were provided when needed and weekly progress reports were sent out most weeks.

### **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:**

MCOE operates a schoolwide Title I program. Additional services for eligible students is identified through the California Longitudinal Pupil Achievement Data System (CALPADS), Foster Focus, the collaborative efforts of community agencies, and during the enrollment process at the Court Community School and West Hills located at the juvenile detention facility. We have implemented a multi-tiered system of supports (MTSS) that will include universal supports for academics and behavior as well as data-informed academic and school culture (behavior, social-emotional) supports/interventions for students who need them. Universal supports for school culture will be based on trauma-informed practices (our lens), restorative practices (our approach), and PBIS (our framework).

### **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:**

Goal 6 of the MCOE LCAP provides a detailed set of actions and services focused on serving Foster and Homeless Youth. MCOE has received McKinney-Vento and Foster Youth for a number of years. Together, these resources are used to coordinate and align services across the county. Title I funds support counseling services, and supplementary instructional materials. MCOE has highly effective collaboration with Redwood Community Service, Mendocino County Health and Human Services, Social Services, Probation as well as faith based organizations to provide wrap-around services for Foster and Homeless Youth. These services, through the collaboration with school districts, agencies and organizations, are essential in keeping students in school and connected to support personnel. We assist foster and homeless students to get immediately enrolled in the district even without immunizations/birth certificates or necessary documents. We work with liaisons and agency partners to help those students obtain those documents when necessary. We arrange for transportation to be re-routed to hotel rooms, shelter's, or foster homes where the kids have relocated. MCOE arranges transportation reimbursements for students in foster care with the district and social services. When foster children move out of the area, we locate the new school for immediate records transfer/SELPA notification, and cum file transfer for new school district. Additionally, immediately enroll foster youth coming to our area without records. Foster youth attendance is monitored on our master list of students with an active foster care case. We notify each liaison at the site of the student status, and chronic absenteeism data for the youth. We then monitor what we call our "at-risk" list which has foster youth not meeting the 90% attendance, and we follow up with the school/Social worker/ and agency partners for increased attendance for the student. We also monitor all high school students that are at risk of not graduating, receiving special education services, or behind academically to advocate for additional supports and services as needed. The coordinator attends IEP's, SST's, monitors for limited credit option when applicable.

Homeless students are more challenging to monitor since there are so many. The agency relies on the liaisons to gather the information, and attend meetings with families prior to SARB for attendance. The Coordinator has done home visits with liaisons to educate on the importance of school attendance. MCOE monitors for academic progress through the liaisons, and connects families to the school based support and outside support when necessary. The Coordinator monitors high school Jr's and Sr's for graduation, and limited credit option.

### **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:**

Students with disabilities are served by MCOE paraprofessionals who assist students transitioning back to their district's of residence. MCOE has begun providing a weekly Job Club for 9th-12th grade students enrolled in the Community School and West Hills. Participating students learn soft-skills, career awareness, interview techniques and have job shadowing opportunities. Online CTE courses are provided through an online platform providing access to agriculture and health careers. Community School students participated in 8 field trips focused on post-secondary training including visits to Mendocino College, Sonoma State University, Santa Rosa Junior College and local industries.

### **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:**

Title I funds, may be used in the future to purchase more technology to support the implementation of 1:1 device use for instructional purposes in the Community School and West Hills.

## **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:**

West Hills, Juvenile Court School is located in Ukiah, CA and serves all youth assigned to the juvenile detention program from throughout the county. Enrollment varies both in numbers and the length of time students are enrolled. During the past year a total of 95 youth were enrolled, 20 of those were considered long-term students who were enrolled in a program for at least 90 consecutive calendar days. The average daily attendance was 13.32 students/day and the average length of enrollment was 54 days. Detailed demographic data is available in the ConApp. Student grade ranges included 8-12 in addition to graduates who receive services through LCFF funds. Students are served by one dual credentialed (multiple subject and special education) teacher, a full-time paraprofessional who provided intervention support, a part-time administrator and counseling services provided through Mendocino County Juvenile Probation.

### **Formal Agreements** ESSA SECTION 1423(2)

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

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

A formal MOU agreement between MCOE and Mendocino County Juvenile Probation was created in June of 2018, for 2018-19. The MOU is reviewed and updated annually. Operation of the school is defined within the MOU. The county-wide Triennial Plan for Expelled Youth for was written and approved June 30, 2018 and is reviewed, updated and signed annually. The plan contains the services to be provided to meet the needs of 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:**

MCOE strives to ensure the students and parents receive a comparable program to the one they would receive in their local district. MCOE Community School and West Hills received a 6 year WASC accreditation in 2014 and had a mid-cycle review in 2017. The staff and administration will be completing the self-study process in this next year with the WASC team scheduled to visit in March 2020. New math curriculum was adopted and implemented in 2017-18. ELA/ELD is on track for being piloted and adopted in 2019-20. Review of social science and science will begin in the spring of 2020 with one new curriculum being implemented over the next 2 years. Staff and administration work with probation to bring in guest artists over the course of the year. Students may participate in the Career Club that focuses on the soft-skills needed in the workplace as well as career awareness. Eligible students have opportunities for supervised community service at the local animal shelter.

### **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:**

MCOE and County Probation have created a strong collaborative team to ensure smooth transitions for students leaving the juvenile detention program and moving to their next school.

MCOE engages in the following activities:

Conduct regularly scheduled meetings with school administration, the MCOE accountability specialist, teachers and County Probation to ensure there is ongoing effective communication between the two organizations.

Provide Probation staff with relevant academic information to ensure they have the necessary information to support the return of pupils transitioning from juvenile court school to public schools in their community.

The MCOE Student Accountability Specialist often serves as a liaison, working with Probation staff, school district staff or Community School staff to ensure that the necessary services and supports are in place prior to the student entering the new setting, particularly for students who have been enrolled in the juvenile detention program for an extended period of time.

Serve as a connector between school districts, Probation, juvenile court staff, and the District Attorney's Office to make sure information can flow smoothly by providing current contact information.

Provide parents information they need for enrolling their child in their next school.

School counselor or the student accountability specialist will Contact Probation if the student is not enrolled after leaving the juvenile detention program.

Engage juvenile probation and members of the juvenile justice system in the Stakeholder Engagement process as the MCOE LCAP is created.

**Educational Needs**

**ESSA SECTION 1423(5)**

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students served in the Mendocino County Office of Education Schools- West Hills and Community School- are at risk of not graduating and often have challenges that impede their ability to be academically successful. These challenges include but are not limited to: learning disabilities, conduct disorder, substance use and abuse, poverty, and social emotional issues. Many students have endured traumatic events in their lives. The students returning from correctional facilities have often experienced social-emotional issues due to multiple school transitions and gaps in learning. Students returning from incarceration may have been involved in aggressive/violent acts, sexual assault, alcohol/substance abuse, or other actions leading to placement in the juvenile halls. In efforts to support students, MCOE provides traditional educational services, Special Education Services aligned to student identified disability, individualized instruction, remedial educational services, Career Technical Education, and transition planning for students. Our West Hills and Community School sites provide the following services for the students we serve:

1. Provide appropriate services to youth that have been identified with special needs (e.g., 504 plan, special education, English language development).
2. Conduct special education services for students with disabilities that are in accordance with the student's Individual Education Plan (IEP) and within the state and federal timelines.
3. Monitor student behavior and uses appropriate measures to ensure the safety of staff and students.
4. Provide Probation written documentation for all students referred out of the classroom for behavioral reasons on the same day as the incident.
5. Provide classroom instruction for students a minimum 10-day average of 240 minutes/day unless the student is excused for court appearances, meetings with attorneys, safety issues or other reasons deemed permitted by law and/or Education Code by MCOE. -West Hills
6. Provide year-round instruction, Monday-Friday, excluding MCOE designated/observed holidays and professional development days.- West Hills
7. MCOE administration and the Chief of Probation will meet annually to review and revise the MOU for educational services for the upcoming year. - West Hills

## **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:**

The Mendocino County Office of Education students in the juvenile detention facility, West Hills, with services that meet their social, emotional and health needs in collaboration with Probation. MCOE staff attends meetings at West Hills with various service providers to discuss how to best meet the needs of students. The team works to:

1. Carefully examine incident reports, behavior logs and student engagement data to determine how to increase attendance and classroom success.
2. Determine the most effective, efficient and engaging ways to deliver a robust instructional program in a coordinated manner.
3. Evaluate the needs of individual students and align counseling and health resources to support the youth's needs.
4. Implement a comprehensive Foster Youth Services Plan, developed by the MCOE Foster Youth Coordinator, that strives to address the needs of foster youth. Plan implementation is discussed in regularly scheduled multi-agency service provider meetings. A strong collaborative network has been established as a result of highly effective district liaisons.
5. Share Foster Focus data in a timely manner with critical partner agencies in order to serve foster youth.
6. Identify and implement strategies for Probation to maintain a safe, secure and rehabilitative program that is operated in an efficient and effective manner.
7. Coordinate with local agencies including Mendocino County Health and Human Services, Redwood Community Services and Redwood Quality Management and others to provide the social/emotional and health services needed by students.

## **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:**

The recently created Job Club that began last year served as the basis for career skill-building, awareness and exploration. The school's academic counselor provided guidance for students who were interested in participating in a dual enrollment online courses. Odyseyware online platform was used to provide students with career technical education courses they wouldn't have access to otherwise with a focus on short-term certificate programs. In addition, the online platform provided credit recovery, remediation and opportunities for a broad course of study. New Chromebooks were purchased for the classroom allowing for faster and easier integration of technology into the learning environment.

## **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:**

Parent and family involvement continues to be a challenge for those youth who are in juvenile hall. The school has a well defined intake process for enrolling students at West Hills. The school counselor reviews a students transcripts as soon as they are received and works with the student and their family to determine the best path going forward. Most parent interaction is done through one-on-one parent/guardian conferences. MCOE Alternative Education program contracts with United Cultura, a local agency, to provide 10-week Triple P parenting classes. The Student Accountability Specialist and the school counselor work with the family/guardian and the district to assist with the transition back to the local school. The Foster Youth coordinator frequently meets with families to discuss next-steps, access resources, or facilitate reunification in partnership with social services.

## **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:**

As mentioned previously in the Post-Secondary and Workforce Partnership section students who are enrolled and West Hills have access to online CTE courses and the Job Club. However, fully developed career pathways are not feasible to provide, especially since the average time a student is enrolled is 54 days. MCOE encourages students to participate in the online agriculture and health career courses for their electives. For a majority of the students, these courses are aligned with career pathways offered in their local 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:**

As a County Office of Education students returning from juvenile hall would be enrolling in the Community School located directly across the street from juvenile hall and the Sheriff's department. Probation staff is on campus daily at the Community School and as a result the staff and probation work in tandem to support students. The West Hills, juvenile hall, and the Community School share the same school administrator, counselor and student accountability specialist. This collaboration with Probation provides an effective transition for students, and continuity of support services. The Sheriff's Department and local police department work closely with probation and MCOE to address the needs of the youth returning to district schools. Meetings are held to discuss specific student needs as well as to ensure an effective system is in place to support youth.

### **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:**

Per the MOU that was discussed previously, MCOE is responsible for all aspects of the educational program including those for students with disabilities. The county special education program provides service providers such as speech and language pathologists, occupational therapists, psychologists and clinicians. All IEPs are monitored through the Special Education Student Information System (SEIS).

### **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

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

The Triennial Plan for Expelled Youth clarifies in detail how services are provided for expelled students in Mendocino County. Many of the districts within Mendocino County are small, rural and remote which makes centralized county services difficult. The districts within Mendocino County offer a limited range of options for expelled students. Depending on the specific offense, the Education Code Violation, and the governing board's decision, the governing board may "suspend" the enforcement of the expulsion order and place the student:

- 1) On the same campus with a stipulated agreement;
- 2) In an alternative education program within the district;
- 3) Or offer the option of an independent study program operated by the district .

If a governing board enforces the expulsion order a student may be referred to:

- 1) An educational program in another district on the condition that attendance and behavior agreement has been developed between the districts;
- 2) To the MCOE Community School Program
- 3) To a public charter school or to a private school. (Parents/guardians may elect to place the student in a private school; however, they are responsible for the costs, if any, associated with that private school enrollment).

## **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:**

A coherent professional learning system was implemented and aligned by utilizing whole-group Professional Learning, site-based PLCs, instructional coaching, and administrator observations/feedback. Teachers participate in monthly PLC meetings where student academic and behavioral data is reviewed, analyzed and used to guide academic and behavioral decisions. MCOE provides support for new teacher participation in the induction program through the North Coast School of Education (NCSOE) at the Sonoma County Office of Education. MCOE encourages all employees to improve their skills by attending online programs through Brandman and other colleges.

The administrator mentoring program, a component needed for administrators to clear their credential, is offered through the the NCSOE, ACSA and Brandman College. The administrator also attended trainings and meetings with other Alt. Ed. Administrators to learn new practices and strategies from colleagues around the state. The Administrator met regularly with the Assistant Superintendent to discuss professional goals and areas for growth. Progress monitoring was provided by observation feedback.

Teacher leaders are mentored by the site administrator and help with planning and implementation of site initiatives. Teacher leaders also help lead PLC meetings and provide support to colleagues through sharing of successful strategies for behavior and instruction.

Teachers participate in professional development as specified in the LCAP. Teachers have received training on utilizing inquiry problems in math. Restorative Practice and PBIS trainings have also been provided on site for teachers and other staff. Teachers and site staff are encouraged to attend trainings that will help them advance in knowledge and ability in their career paths.

This past year Title II funds were used to provide classroom instructional coaching in mathematics and strengthening of the MTSS framework through schoolwide implementation of PBIS.

### **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:**

MCOE shares an array of student data to help the various stakeholder groups provide informed feedback and assist in prioritizing the use of funds. Stakeholders include the multi-agency Foster and Homeless Youth Advisory group, parent/guardian surveys, parent interviews, Site Council, Alternative Education Stakeholder Committee, and staff meetings. Additional input is received via staff, students, and other stakeholders' surveys. Juvenile Court and Community Schools prioritize funding based on stakeholders' input at LCAP Stakeholder meetings, and Staff meetings. An expenditure plan is developed with stakeholders' input. The preliminary work is done by the school's Leadership team- collecting surveys' data; analyzing the California School Dashboard report, and reviewing local assessment data. Under the new LCAP provisions and School Support and Assistance-CSI program, the organization is planning to use Title II-Part A funds mainly to enhance Professional Development opportunities for teachers, principals and other school leaders. Currently, neither MCOE site qualifies for CSI/ATSI support.

## **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:**

MCOE uses the following assessment data to analyze student achievement and progress, plan instruction, prioritize staff development and establish budgets.

1. CAASPP SBAC: ELA, Math, Science, CAA: ELA, Math, Science
2. California Dashboard: ELA, Math, Chronic Absenteeism, Graduation Rate, Suspension Rate, ELL progress
3. Local School Climate survey and Healthy Kids Survey
4. Stakeholder feedback from meetings and surveys
5. Student Information System data through Aeries, SEIS and CALPADS
6. NWEA Math and ELA interim assessments
7. Curriculum embedded assessments for both teacher directed and online courses
8. WASC Review

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **English Proficiency and Academic Achievement**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funding was used to support the state Title IV goal of a well-rounded education and safe, healthy schools for West Hills and Community School students. Title IV priorities were created based on parent/stakeholder input at Stakeholder meetings and staff, stakeholder, and student surveys. Parent and stakeholder input was summarized and funds were allocated to address priorities. Goals not appropriate for title IV funds were supported by LCAP or other funding sources. Title IV funds were used to enhance the student experience and add extra-curricular activities (well-rounded education) and safe healthy students. The school counselor works closely with students, their families, district school of residence and the staff within our alternative education program to provide a broad course of study for students. For this particular student population, the one-on-one planning for course completion is essential. An Individual Learning Plan is created for each student to ensure the students have access to courses. Students enrolled in our Community School have access to a variety of online programs languages and electives. Music and art are a part of the integrated program. Career awareness and exploration is provided through a career specialist and the school counselor. Students are able to participate in a local Aikido class if they so desire. Students with disabilities have the support of the WorkAbility program for job shadowing and career experience. Students who are incarcerated have limited access to courses beyond the core curriculum. Visual and performing arts are integrated into the curriculum when possible. Some students are allowed to provide community service at the local animal shelter and assist with the care and feeding of the animals on a weekly basis.