

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

LEA name:

Tuolumne County Superintendent of Schools

CDS code:

55 10553 0000000

Link to the LCAP:

(optional)

<https://www.tcsos.us/required-postings/>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Prior to the 2017/18 school year, Tuolumne County Superintendent of Schools did not participate in the Title I Part A/D, Title III funding under ESSA (formerly NCLB). With the opening of the Gold Ridge Educational Center located in the juvenile detention facility, it was determined that participating in these additional programs would enhance services to the students served in those programs. Local priorities examined in the TCSOS LCAP indicate there is a tremendous need to provide social emotional learning opportunities to student which includes intensive transition support services and professional development in areas of trauma informed practices and positive behavioral supports. Basically, our approach to working with youth needed to take a dramatic and intensive shift from punitive to rehabilitative. The funds provided under Title I Part A can be targeted to students who are not achieving at their full potential by providing academic interventions and counseling support. Under Title I Part D, much need follow-up is provided by expanding Transition Support services. Title III funds were able to be accessed this year as the number of Limited English Proficient (LEP) students have been increasing in enrollment percentages throughout the county, with the minimum level of funding finally being reached in the 2017/18 school year. With the changing demographics of our county, long term professional coaching and support for teachers and a proactive parent/community outreach component is essential to our English Learner students' success. The goals listed in the LCAP are in alignment with ESSA federal funds and supplement the work of TCSOS.

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: Provide individual and group counseling services during the regular instructional day to support and provide timely interventions to expelled and probation referred students in order to assist students to develop strategies for successful transition back into their District of Residence or alternative educational opportunities and Goal 3: Provide students standards aligned curriculum and technology to lead to greater enrollment in CTE courses, A-G courses, dual enrollment, and employment opportunities. By helping students self-regulate and reflect in a positive manner, they will be able to access

academic resources which will result in improved outcomes for students. Goal 2 of the TCSOS LCAP was written to support more intensive Transition services for students who are pursuing educational opportunities once completing a program through Tuolumne Learning Center (TLC) for expelled, SARB/Probation referred students or Gold Ridge Educational Center (GREC). Base transition services are provided as prescribed under the Transition MOU entered between Tuolumne County Probation and TCSOS in the 2017/18 school year. The Title I Part D funds will be used to increase the transition services and provide for more frequent and longer delivery of services to ensure success. Community and parent outreach will be enhanced by participating in the Title III programs to ensure parents of students who are LEP are not disenfranchised from the educational system.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

The ESSA sections 1112(b)(1)(A-D) are addressed in the TCSOS LCAP.

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).

The ESSA sections 1112(b)(11) is addressed in the TCSOS LCAP.

Career Technical and Work-based Opportunities

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

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.

The ESSA sections 1112(b)(12)(A-B) are addressed in the TCSOS LCAP.

TITLE II, PART A

Title II, Part A Activities

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

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.

The ESSA sections 2102(b)(2)(A) are addressed in the TCSOS LCAP.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

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

The ESSA sections 3116(b)(3) are addressed in the TCSOS LCAP.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

TCSOS 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:

ESSA defines an "ineffective teacher" as ...a teacher who is: (a) 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 services position in which the employee is not otherwise authorized by statute to serve), or (b) teaching without a credential." TCSOS in the 2017/18 school year employed one teacher who met this ESSA definition despite being enrolled in a rigorous teacher preparation program. TCSOS will continue to support this teacher with once a week curriculum and instructional strategy sessions, an assigned mentor, and engaging in a multi-disciplinary support team meeting weekly. All other teachers are "qualified" under ESSA definitions. Due to the unique nature of the programs provided at the county level (expelled and court schools) there is a disproportionately high number of students who meet the criteria of low income or minority. This disproportionality cannot solely be attributed to school climate.

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:

Parent and Family engagement is encouraged by engaging in less typical meeting situations such as:

1. Combining transition meetings with seeking input and conducting exit interviews
2. Engaging parent in weekly check in meeting with staff who are trained in how to discuss LCAP and School Site Plan goals in a meaningful manner.

3. In the 2018/19 school year, parent/family training around topics will be provided at the community school (enrollment: 15 students average) and in conjunction with Probation at the court school (enrollment: 8-10 students average).

Example board policies include: BP 1020 addresses collaborative relationships and coordination of services; BP 5124 addresses the commitment TCSOS has to establishing and increasing good communication with parents/guardians.

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:

Eligible children are identified through the California Longitudinal Pupil Achievement Data System (CALPADS), Foster Focus and through enrollment with the Gold Ridge Educational Center located in the regional juvenile detention facility.

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:

Owing to the fact that all eleven public school districts are predominantly single-school school districts spread throughout the region with limited resources, all eleven school districts rely on the County Schools Office for many ancillary services and consortium programs. For this reason, all schools in the county operate collaboratively and benefit from the Tuolumne County Superintendent of School's experience in providing services with in-depth knowledge of the culture of our county. For over ten years, the TCSOS has not received McKinney Vento funds and Homeless Youth education services were limited. Until last year, the homeless youth counts have hovered around 200 students. Due to a small, one-time grant in the 2017/18 school year, great effort was made to educate school site homeless liaisons in how to identify homeless youth, accurately report them in their student information systems, and how to reduce barriers they encounter when students are seeking to continue their education despite their living situations. The increase in awareness resulted in a homeless youth county count increase to 276 – an increase of over 30%. As predicted in our initial grant, we had been under-identifying homeless youth due to a lack of understanding by LEA registrars about definitions of homeless and a change in how CALPADS collected homeless youth information.

Services currently provided:

- McKinney Vento legislation requires a once a year training to LEAs. TCSOS has been providing these services; however, TCSOS was able to supplement the services by providing individualized training for each LEA upon request. At these trainings, TCSOS staff were able to share best practices under McKinney Vento, support for implementation of trauma informed practices, and develop better identification tools especially for high school students who often go unnoticed when experiencing situations that leave them homeless.
- TCSOS was able to leverage resources from an Early Implementer Professional Learning Network grant provided by the CCEE to facilitate monthly meetings with LEA superintendents. These meetings provided the forum to analyze specific data trends and pinpoint unmet needs in districts. For example, homeless youth data was disaggregated and examined through the LCAP in these meetings. The outcomes of those meetings are part of the survey tools used to develop this grant.
- Site specific assistance was provided seeking creative solutions for transportation issues.
- Resource referrals were made via the Jamestown Family Resource Center, Center for A Non-Violent Community (CNVC), and Amador, Tuolumne Community Action Agency (ATCAA) to provide housing assistance/emergency housing vouchers, meal and utility assistance, and childcare. These wrap around services were determined to be vital in keeping students who were homeless in school and connected to school personnel who could support them in this time of crisis.
- TCSOS was the lead educational partner to identify homeless youth during the Fall Point in Time (PIT) count which identified 177 children under the age of 18 living in homeless situations as defined by HUD. This count did not include all students who qualify as homeless under McKinney-Vento.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TCSOS currently partners with First Five in the Social Emotional Learning Foundations grant (SELF). The Social Emotional Learning Foundations (SELF) program supports early childhood education and development. The SELF Program Coordinator supports local preschool sites in supporting program goals in two parts:

On-site consultation and training for teachers:

Child specific behavioral Intervention for children experiencing difficulties in the social emotional domain. This intervention is available to all early childhood programs in Tuolumne County. The program support is based on the Social Emotional Foundations for Early Learning (SEFEL) pyramid model.

TCSOS facilitates a quarterly meeting with Motherlode Job Training, the local Community College, and all the local high schools including representation by the TCSOS programs to facilitate concurrent/dual enrollment, work experience education, and CTE pathway development.

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:

TCSOS participates in the California County Educational Technology Consortium which is the largest buying and licensing consortium of educational media in the nation. The California County Educational Technology Consortium (CCETC) is comprised of members representing county education offices from across the state of California. Member counties collaboratively share the responsibilities of conducting the business of the consortium and the operation of California Streaming. Consortium leadership is shared by representatives from each member county.

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:

Juvenile Detention Center Court School (Gold Ridge Educational Center):
Gold Ridge Educational Center - 10 students (Average enrollment 7.8) - Attendance rate 97.96%
Gold Ridge Educational Center opened in April 2017 and at that point, TCSOS became eligible for Title I Part D funds. The center is a regional program located in Sonora, CA. There has been a minimum of 2 students enrolled and a maximum of 13 students. Students grade ranges included 7-12 in addition to graduates who receive services through LCFF funds. The school is served by 1 teacher, a part time education specialist, an ERHMS clinician, and a part time Administrator.

Formal Agreements

ESSA SECTION 1423(2)

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

- (A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Transition MOU was signed in May 2018 with the Tuolumne County Juvenile Probation Department. Operation of the school is under the MOU between Tuolumne County and TCSOS, entered into Spring 2017. The Plan for Expelled Youth (countywide plan) was renewed in 2018 for a three-year term where all services are provided for county schools to support 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:

The following actions and services have been implemented in order to provide a comparable education program:

WASC Accreditation: The WASC Committee received a three-year WASC accreditation in the 2017/18 school year. The committee's work has included realignment of curriculum to meet state standards and identification of curriculum that engages and supports our diverse group of learners. A review team in the 2018-19 school year will recommend the adoption of curriculum in Health, Life Skills, and Social Studies/History

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:

TCSOS engages in the following practices:

Identifies Juvenile Community and Court School (JCCS) staff responsible for student/parent transition support for each of the court and community school programs operated by TCSOS.

Provides relevant academic information to Probation Officers to ensure they have necessary information to support the return of pupils transitioning from juvenile court schools to public schools in their communities.

Maintains a list of school district contacts responsible for facilitating student enrollment and placement upon release from court school.

Provides a list of school district contacts to Probation, Juvenile Court Judges, Public Defenders Office, and District Attorney's Office.

Provides annual and ongoing training to Local Education Agencies and relevant stakeholders of the Juvenile Justice System to include: Juvenile Court Judges, the District Attorney's Office, the Public Defenders' Office, and County Probation. The goal of such training will be to increase awareness, foster collaboration and maximize compliance with AB 2276.

Provides information and support to parents of students enrolled in the juvenile court schools to advise them of their rights regarding re-enrollment in public schools prior to and upon release from a court school. Upon the minor's release from custody and checking out of the TCSOS Court School, the TCSOS Transition Liaison actively seeks out and receives confirmation from the School District of minor's enrollment or county community school as applicable. If not enrolled, the TCSOS Transition Liaison contacts the Probation Officer will who will provide follow up with minor, parent, school of enrollment and TCSOS Transition Liaison.

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:

- Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession for students in the classroom and on the residential unit, as needed. Complete criminal background checks on all educational staff, including substitute teachers and outside service providers, with the Chief Probation Officer retaining sole authority to prohibit educational staff from the facility whom are deemed unsuitable for safely working with high risk youth (pursuant to Welfare and Institutions Code Section 852).
- Ensures that substitute teachers have appropriate materials, instructions and credentials to conduct class in the absence of the regularly assigned teachers.
- Ensures that substitute teachers have orientation training with school staff.
- Provides on-going professional development and training to TCSOS instructional staff at MLRJF related to the curriculum, instructional strategies, and student behavioral management.
- Provides standards-based, County Board of Education-adopted instructional materials and instructional technology. Stocks classrooms with all necessary educational supplies (e.g. paper, pencils, general teaching supplies etc.).
- Ensures that TCSOS policies regarding instructional materials, including instructional films, software, video, are followed by the teachers.
- Provides appropriate services to youth that have been identified with special needs (e.g., 504 Plan, special education, English language development, etc.).
- Ensures that Individual Education Plans ("IEPs") for special education students are conducted in accordance with federal and state timelines.
- Ensures that for all youth referred out of the classroom for behavioral reasons, a written report is submitted to the Probation staff on the same day as the incident.
- Monitors student behavior and use appropriate measures in the classroom to ensure the safety of students and staff.
- Provides instruction to students for a minimum 10-day average of 240 minutes of daily instruction unless excused for the following reasons: Court appearances, meetings with attorneys, safety issues deemed appropriate by the MLRJF Superintendent, or their designees, other reasons deemed permitted by law and/or Education Code by TCSOS.
- Provides year-round instruction, Monday through Friday, excluding TCSOS designated/observed holidays, staff development days and the scheduled winter and spring recess.
- Completes yearly Title 15 County Superintendent of Schools evaluation of the MLRJF and provide the evaluation to the Board of State and Community Corrections (BSCC).

- If Probation does not already have an executed copy, provide Probation with an executed copy of the "Release and Exchange of Information Authorization," signed by the parent or resident (if resident is over 18), related to the exchange of information among agencies providing services at MLRJF.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to provide students with services that meet their social, health, and emotional needs, the following services have been established:

Staff attends regularly scheduled meetings, or interim meetings on an as-needed basis, with other service providers at MLRJF in order to:

- a. Identify and implement ways for TCSOS to deliver educational services to the residents/students in a comprehensive, efficient, and coordinated manner;
- b. Identify and implement ways for Probation to provide safety and security and rehabilitative programming to the residents/students in a comprehensive, efficient, and coordinated manner;
- c. Discuss, as needed, services provided to a specific resident/student; and provide information relevant to the needs of the instructional and correctional staff.
- d. Coordinate on a daily basis concerning logs and incident reports identifying students and/or incidents, which may have an effect on the student's ability to attend class.

In addition, the Foster Youth Coordinating Services program provides additional supports for students:

- a. All LEAs, Department of Social Services (DSS), and Probation entered into agreements to gather and share data via the Foster Focus database. Liaisons continue to work with school registrars to help accurately identify FY in order to assist with delivery of services and develop countywide resources that are necessary for effective use of limited personnel.
- b. A comprehensive, robust Foster Youth Services Plan that meets the needs of foster youth has been developed and is monitored by the Tuolumne County FY Coordinator and the FY Manager. Progress toward goals is shared at all FY EAC meetings.
- c. Districts have been supported as they have learned how to leverage LCFF, Title 1 funds, and other state and federal funds in order to provide FY services and ensure AB 490 & AB 216/167 compliance. The low numbers of FY per district means that the district LCAPs did not need to mention foster youth as a subgroup (less than 15 students); however, the work of the FY Council has resulted in all LEAs providing actions and services in their LCAPs that support FY.
- d. Since the new juvenile detention facility opened, the partnership formed between Department of Social Services (DSS), Probation, and school staff has resulted in a system of support that pays special attention to the needs of at-risk students, especially FY. We have worked diligently to create an MOU that addresses transportation needs that recognizes the unique working relationships among the partners and the innovative ways we solve problems.

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:

Career Choices curriculum is implemented to increase the number of students who explored educational options such as dual enrollment, Work experience education (WEE), and community service learning. TCSOS adopted Florida Virtual Learning System which included A-G courses, remediation courses, and courses designed for credit recovery. Currently, A-G completion is not a priority due to many students needing credit recovery and remediation courses. Efforts are focused, instead, on dual enrollment at the Community College. Online certification programs are being explored.

Technology Use: Chromebooks are provided with a 1:1 ratio, Internet speed was increased. All students need to take a Digital Citizenship class.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents/Guardians: Teachers and administrators will communicate with parents through a variety of methods and improve efforts to increase attendance and reduce tardiness. PACs will continue throughout the 2017-18 year with a parenting class component to encourage connectedness to the programs.

LEA Administrators: LEA coordination will continue to take place between districts at the monthly Superintendent meetings and Site Administrator meetings held two times a year.

Probation: Probation meetings will be held every week. Meeting locations will change to reflect the nature of the discussion and collaboration.

Foster Youth: Foster Youth meetings will be conducted quarterly. FY trainings will be held at these meetings to train FY Liaisons in Foster Focus.

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:

The Transition MOU was signed in May 2018 with the Tuolumne County Juvenile Probation Department. Operation of the school is under the MOU between Tuolumne County and TCSOS, entered into Spring 2017.

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:

Administration meets monthly with law enforcement, which includes the Sheriff and Police Department, and Probation (Ed Law). These are county-wide collaboration meetings that all districts in Tuolumne County participate in so that we can collaborate in meeting the needs of all our youth, including those returning from correctional facilities or currently on probation.

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 MOUs referenced above, TCSOS provides all special education services. The TCSOS county special education program provides service providers such as psychologists, clinicians, Occupational Therapist, Speech and Language pathologists. All IEPs are monitored by the local 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:

Existing Educational Alternatives:

School districts located within Tuolumne County offer a range of options for expelled students. Depending on the facts regarding the specific offense, the Education Code violation, and the governing board's order, a governing board may "suspend" the enforcement of the expulsion order and place the student:

On the same school campus;

At a different school campus within the district;

In an alternative education program within the district; or,

In an independent study program operated by the district.

A governing board may enforce the expulsion order and refer the student to:

Its district community day school program;

A district community day school program operated by another district on the condition that an attendance and behavior agreement has been developed by the districts;

To the TCSOS Community Schools Program; or,

To a public charter school or to a private school. (The parents/guardians/responsible adults may elect to enroll the student in a private school; however, if they elect to do so, the parents/guardians/responsible adults 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:

TCSOS provides support for new teachers and collaborates with the Stanislaus County Office of Education, which provides professional development for the induction program for new teachers seeking to clear their credential; and an administrative services credential mentoring program. The admin mentoring program which is a component required for administrators to clear their credentials are also offered by SJCOE/Teachers College and Brandman College. Mentoring funds for supporting teachers are identified in employment contracts. Teachers participate in professional development for the implementation of the state standards in math and reading. TCSOS has also been participating in the Educator Effectiveness Grant and are the recipient of the MTSS Grant of \$25,000 to be used for professional development to improve math achievement and behavioral support. Teachers participate on a variety of committees including the STEM program, and curriculum adoption which is currently Social Studies and Science.

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:

TCSOS analyzes all data through diverse stakeholder groups such as the Foster Youth Advisory Committee, the Homeless Youth Task Force, the Multidisciplinary Team Meeting (weekly), the Interagency Placement Committee, the LCAP Parent Advisory Committee, and the School Site Plan. All stakeholders participate not only in surveys but also through interviews and participation in these groups.

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:

TCSOS uses the following assessment data to analyze student achievement and progress; collaborate and review assessment data; and to plan instruction and prioritize programs and budget.

1. CAASPP SBAC: ELA, Math, Science, CAA: ELA, Math, Science
2. Student Information System data through Aeries and CALPADS
3. Curriculum-embedded assessment
4. Stakeholder Input Surveys
5. Healthy Kids Survey
6. Feedback from the CDE regarding Special Education services
7. WASC

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:

A comprehensive, yearlong professional development model has been adopted by the consortium members to focus attention on the needs of classroom teachers to effectively meet the needs of their students. This professional development model has been delivered in partnership with county office of education experts and includes a focus on developing an understanding of English learners by providing comprehensive instruction, which includes integration of ELD standards; developing lessons that include structures such as contextualization, structured interaction, and academic vocabulary; and working with colleagues to identify opportunities to provide appropriate structures for teaching English learners. The professional development model occurs over the year to allow teachers to apply lessons learned in their classroom and then reflect upon the implementation. The goal of the professional development is to provide consortium members the tools needed to improve the instructional program for English learners.

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:

The consortium only receives funding for Title III EL funding – this section is not applicable.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title III consortium funds will be utilized to provide educators the opportunity to analyze the ELD materials in all adoptions (Math, ELA, Social Science/History and Science) in order to meet the needs of our English Learner (ELs) by increasing English language learning opportunities through Integrated and Designated ELD. The county office will also provide support to districts as they analyze summative and formative data at district and school sites in order to monitor students' linguistic and academic progress.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

COE staff will gather data that will assist LEAs in determining the school's instructional strengths and challenges; the need for future professional learning and/or revised instructional practices; determine the problem of practice to focus on for the school year. This data will be collected from CAASPP ELA/Math Spring scores, ELPAC scores (interim and initial), and Data Dashboard updates in the Fall. School representatives will meet with COE staff to review academic data and progress on an as needed basis and at the request of the consortium members.

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:

TCSOS is considering utilizing Title IV Part A funds if funded. Currently, TCSOS participates in delivering consortium services for the Tobacco Use and Prevention Education (TUPE) Programs for all county LEAs which include the dissemination and analysis of the California Healthy Kids Survey.