

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Provide response:

The Placer County Office of Education (PCOE) creates an annual Local Control and Accountability Plan (LCAP) based on input from stakeholders including parents/guardians, staff, students, and community partner agencies. Local priorities examined in the PCOE LCAP development process indicate there is a tremendous need to continue focusing on students' social emotional health and academic achievement in all Alternative Education programs.

Goal 1: All students will receive initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.

Goal 2: All students will be engaged in the process of their education.

Goal 3: Develop a District Improvement Team to implement the PCOE and Pathways Charter LCAPs by aligning resources with intended outcomes.

Goal 4: All students with additional needs will receive supplemental support.

Goal 5: Develop, implement and monitor a coordinated Foster Youth Services Program to support districts in addressing the needs of Foster Youth in Placer County.

Goal 6: Develop, implement and monitor a coordinated Plan for Expelled Students in Placer County.

To maintain focus in these areas, the School Plan for Student Achievement (SPSA) and the Western Association of Schools and Colleges (WASC) Action Plans are aligned to the LCAP. The goals in the SPSA align with the state priorities in the LCAP regarding Student Achievement and Pupil Engagement. Each document has action items that speak to supporting students in their social emotional and academic growth. Title I funds in Court and Community Schools are utilized for unduplicated students to provide additional supports and resources to enhance student success in the ten state priorities and local

Save All and Continue

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.

Provide response:

The Placer County Office of Education programs utilize a variety of funds to integrate services and programs with the goal of helping all students reach proficient and advanced levels of achievement. In addition to Local Control Funding Formula funds, funding sources include Title I, Part A and Title I, Part D. Title I funds are used to support instruction to close the achievement gap and assist students in achieving the state's academic achievement standards and are used to implement Multi-tiered Systems and Supports (MTSS) with the goal of creating safe, nurturing, and effective learning environments.

PCOE programs also utilize grant funds. Career Technical Education Incentive Grant (CTEIG) funds are used to supplement local funding to develop and implement CTE courses for students. All funds are used to support students in their academic achievement as well as their social and emotional health.

Save All and Continue

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Valerye Salazar

Contact Phone and Optional Extension

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Contact Email

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Address the ESSA provision:

1112(b)(3) - No schools in the LEA were identified for CSI or TSI.

1112(b)(7) - The LEA adopted a Parent Involvement policy on July 8, 2010. It was developed with parent input, in accord with the Parent/Student/School Compact and describes meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making and advocacy roles; and activities to support learning at home. In addition, the LEA fosters parental involvement through a parent liaison. An Academic Counselor meets one on one with parents to provide support with college and career opportunities, requirements for graduation, accessing financial aid for post-secondary education, work ability or transition partnership program for students with disabilities. Representatives of bargaining units and parent groups were invited to participate in committee meetings and Board meetings. The District Improvement Team (DIT) also used the monthly District Improvement Team meetings to discuss District and school site issues. DIT members solicited additional information from their respective parent groups.

Information related to school and parent programs, meetings, and other activities is distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, via the PCOE website, PCOE app and parent newsletters. A translator is available. The value and utility of contributions of parents is discussed in Professional Learning Communities (PLCs) and School Site Council meetings.

September 13th, October 11th, November 8th, December 13th, February 14th, March 14th, April 11th
School Site Council/Parent Advisory Committee Meetings - Discussed implementation of LCAP actions and progress on actions and goals. Students, parents/guardians/community members, classified and certificated staff attend these meetings. PCOE Community School does not have a separate English Language Parent Advisory Committee (ELAC), since the school does not have the minimum necessary EL students enrolled to establish this committee.

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

Address the ESSA provision:

Students, parents and staff participated in the district-wide California Healthy Kids Survey (CHKS). Additional discussions in District Improvement Team meetings, Local Control Accountability Plan (LCAP) stakeholder meetings, School Site Council meetings and Parent Teacher Organization (PTO) meetings focused on areas of need and an analysis of student data. The LEA will continue to monitor and evaluate the effectiveness of parent and family engagement activities via School Site Councils.

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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.

Address the ESSA provision:

The Juvenile Court and Community Schools (JCCS) are established through the cooperative efforts of the Placer County Office of Education (PCOE), local school districts, the Placer County Probation Department and the Placer County Special Multi-Agency Administration and Resource Team (SMART). Students served by the JCCS programs have been court-ordered by family court or through the probation department, expelled from a local school district, referred by the probation department, referred by the Placer County School Attendance Review Board (SARB), or voluntarily placed by parent agreement. The JCCS program serves students in the Honour Schaps School located at the Placer County Juvenile Detention Facility in Auburn, the Koinonia Community School in Loomis, and the Tahoe Truckee Community School in Truckee.

Honour Schaps Court School is operated by the Placer County Office of Education and serves incarcerated students in our community. Honour Schaps Court School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core State Standards based curriculum and instruction are provided to all students. Whole group instruction, as well as individualized interventions, facilitate academic, social and emotional achievement. Honour Schaps Court School has a low staff to student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Honour Schaps Court School provides counseling to students in need of social-emotional support and interventions related to anger-management and appropriate choice making. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework.

Koinonia Community School serves students who currently live in Koinonia Group Homes. Through collaborative efforts with the Placer Children's System of Care (CSOC), including County Mental Health, the Probation Department, Youth and Family Services, Foster Youth Services, and local volunteer organizations, Koinonia Grouphome offers Koinonia Community School students wraparound services on and off site. Koinonia Community School provides Common Core State Standards based curriculum and instruction to students grades 7-12. Whole group instruction, as well as individualized interventions, are provided to increase academic achievement. Career Technical Education is currently provided in the areas of Robotics and Programming. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework.

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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.

Address the ESSA provision:

Eligible children are identified through the California Longitudinal Pupil Achievement Data System (CALPADS), Foster Focus (Koinonia Community School) and through enrollment at the Honour Schaps Court School located in the Placer County juvenile detention facility.

Save All and Continue

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.).

Address the ESSA provision:

Homeless children and youths are supported in the following ways:

Tier I/Universal Needs:

- Support ongoing transportation challenges, especially high expense, particularly for small and rural LEAs
- Clarify how to coordinate transportation when other systems are involved or students qualify for

additional educational services (e.g. Special Education)

- Clarify the best interest determination process across LEAs
- Increase cultural competence of front line school staff, including how to communicate with families in need and message McKinney Vento services to avoid stigma
- More training for PCOE Early Childhood Education staff on how to identify, engage, and refer families who qualify for McKinney-Vento services

Tier II/Indicated Needs:

- Identify school site based Homeless/Foster Youth champions who can be engaged to ensure students are connected to services
- Improved collaboration/engagement with Adult System of Care and Placer County Health and Human Services to quickly and efficiently connect parents/guardians to services

Tier III/Intensive Needs:

- Better identification of and more intentional support for youth transitioning out of the Juvenile Detention facility, who often become homeless as an unaccompanied minor or other qualification
- Increased outreach to and support for homeless students who are unaccompanied minors
- Development of a crisis management plan for responding to an increase of homeless families due to a natural disaster

HomelessEd: PCOE implements HomelessEd, a program developed initially for foster youth, and adapted for homeless students and their families. FosterEd is an initiative of the National Center for Youth Law that emphasizes wraparound-style collaboration among key individuals and organizations in a child's life, such as school staff, family members, natural community support people, faith leaders, and social workers, to increase the overall educational success of a student. The key components of FosterEd replicated with McKinney-Vento students are: to identify and support the educational champion(s) in understanding and advocating for their child's educational rights; develop and monitor an educational support team to include

school site level staff, parents, community supports, and the student; and to develop and monitor individualized educational plans based on the student's strengths and needs. The program goals are to improve the students overall attendance, discipline outcomes, GPA, test scores, and other educational outcomes. LEAs can refer homeless youth who are identified as having Tier III needs (see Multi-tiered Systems of Support chart in Section 1) to PCOE staff for the Homeless Ed process.

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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.

Address the ESSA provision:

Not applicable.

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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.

Address the ESSA provision:

Placer County Court and Community School serves students 7-12. Transitions from middle school to high school are supported by outreach to receiving schools/districts and information nights provided by the receiving school district. Information related to student needs/strengths is shared with the receiving districts. Students transitioning from high school will be supported with academic counseling, college visits and registration support and services provided by the local Workforce Innovation and Opportunity Act (WIOA) Agency.

Save All and Continue

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.

Address the ESSA provision:

The following enrichment opportunities are provided to Court and Community School students:

- a) Environmental Outdoor Education activities
- b) Art instruction, including a pottery class.

Save All and Continue

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

Placer County of Education works closely with our Human Resources team to identify disparities that result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers.

Placer County Office of Education has no ineffective, misassigned or out-of-field teachers. Therefore, no disparities that result in low-income and minority students being taught at higher rates than other students exist.

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." PCOE has no teachers who meet this ESSA criteria.

Save All and Continue

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name**Contact Phone
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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part D

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Description of Program

ESSA SECTION 1423(1)

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

Address the ESSA provision:

The Honour Schaps Court School is operated by the Placer County Office of Education and serves incarcerated youth in our community. Honour Schaps Court School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core Standards based curriculum and instruction are provided to all students. Whole group instruction, as well as individualized interventions, facilitate academic, social and emotional achievement. Honour Schaps Court School has a low staff to student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Honour Schaps Court School provides counseling to students in need of social-emotional support and interventions related to anger-management and appropriate choice making. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework. A large majority of students who attend Honour Schaps Court School are enrolled for less than 30 days. Demographic data: 33.33% Hispanic, 33.33% American Indian/Alaskan Native, 33.33% White, 0% English Learners, 0% Special Education, 100% Socio-Economically Disadvantaged, 0% Foster Youth. //

Save All and Continue

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.

Address the ESSA provision:

The Placer County Plan for Expelled Students was renewed in 2018. The following activities are supported by the plan for Expelled Students Committee:

Coordination of services for expelled students:

- a) Implement 2018-2021 Plan for Expelled Students and meet with stakeholders three times per year to maintain ongoing collaboration and a transparent referral process
- b) Coordinate successful transitions for expelled students by monitoring individual expulsions, attending meetings with districts and coordinating transition meetings and supports
- c) Implement an agreement regarding the coordination of awarding and applying partial credits between the district LEAs and PCOE

In addition to this agreement, Placer County Office of Education and Placer County Probation have an annually revised Memorandum of Understanding regarding programming in the Juvenile Detention Facility, including agreements related to transition support for students who have been incarcerated.

Save All and Continue

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.

Address the ESSA provision:

Honour Schaps Court School provides intensive intervention tailored to students' academic and social-emotional needs, including the following academic programs for students.

- a) Blended learning program with a web based learning component with A-G courses
- b) Career Technical Education courses
- c) Art/Outdoor Environmental Education courses
- d) Instruction is provided by credentialed teachers (both teachers have Special Education and General Education credentials) based on the California Standards for the Teaching Profession for students in the classroom.
- e) Teaching staff ensure that substitute teachers have appropriate materials, instructions and credentials to conduct class in the absence of the regularly assigned teachers.
- f) Staff are provided on-going professional development and training
- g) Students have access to Common Core standards-based instructional materials and 1:1 instructional technology.
- h) PBIS is implemented in the Court school.

Save All and Continue

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.

Address the ESSA provision:

The Placer County Office of Education partners with Placer County Probation to support the education and transition needs of youth who have been incarcerated. Students are supported in the following ways:

- a) Student Support Practitioner who monitors student enrollment, attends transition meetings and communicates with district LEAs
- b) Regularly scheduled transition meetings
- c) Probation-developed transition plans for long-term students (over 30 days)
- d) Provide relevant academic information to Probation Officers
- e) Maintain a list of school district contacts responsible for facilitating student enrollment and placement upon release from court school
- f) Activities to increase awareness, foster collaboration and maximize compliance with AB 2276
- g) Provide 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
- h) Upon the student's release from custody, the Student Support Practitioner receives confirmation from the LEA of residence of the student's enrollment

Save All and Continue

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.

Address the ESSA provision:

The Honour Schaps Court School is operated by the Placer County Office of Education and serves incarcerated youth in our community. Honour Schaps Court School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core Standards based curriculum and instruction are provided to all students. Whole group instruction, as well as individualized interventions, facilitate academic, social and emotional achievement. Honour Schaps Court School has a low staff to student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Honour Schaps Court School provides counseling to students in need of social-emotional support and interventions related to anger-management and appropriate choice making. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework.

Educational Needs are supported in the following ways:

- a) Instruction is provided by credentialed teachers (both teachers have Special Education and General Education credentials) based on the California Standards for the Teaching Profession for students in the classroom.
- b) Teaching staff ensure that substitute teachers have appropriate materials, instructions and credentials to conduct class in the absence of the regularly assigned teachers.
- c) Staff are provided on-going professional development and training.
- d) Students have access to Common Core standards-based instructional materials and 1:1 instructional technology.
- e) PBIS is implemented in the Court school.
- f) Instruction is provided every day during the year (with the exception of PCOE holidays and staff development days).
- g) Title 15 educational review is completed annually.

Save All and Continue

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.

Address the ESSA provision:

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

- a) Discuss, as needed, services provided to a specific resident/student; and provide information relevant to the needs of the instructional and probation staff
- b) Participate in daily meetings concerning incidents, which may have an effect on the student's ability to attend class or impact their ability to focus on school assignments.
- c) Full time counselor assigned to the Juvenile Detention Facility
- d) Behavior Specialist and School Psychologist assigned to the education program
- e) Implementation of PBIS and the School-Wide Information System (SWIS) to monitor data
- f) Bilingual Student Support Practitioner to support student transitions to and from the facility

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

PCOE, Children's System of Care (CSOC), and Probation have an agreements to gather and share data via the Foster Focus database. Liaisons continue to work with school registrars to help accurately identify Foster Youth in order to assist with delivery of services and develop countywide resources

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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.

Address the ESSA provision:

Placer County Community School offers a Career Technical Education (CTE) course in the area of Information Communication Technology. This class explores the many aspects of computer science using hands-on, engaging, project-based student-directed learning activities. This computer programming course moves beyond minimal computer skill sets, and students learn how to design websites, build computer games, construct and program robots, and much more. Students learn the creative nature of computing, how to use technology as a tool to solve problems and the relevance of computer science and its impact on society.

As part of students' IEPs, students participate in career awareness, exploration and preparatory activities in school and community-based settings. Work experiences are provided through the Workability program, and students participate in various on-the-job training experiences. Job coaching is provided during this process. Transition goals are set to help students transition to post-secondary school and/or job opportunities.

Partnerships with Golden Sierra Job Training Agency provide real-world connections and job opportunities. Career Interest Inventories are completed by students. Students receive personal assistance through the college application process.

The district's primary representative on the regional CTE advisory committee is Tina Angell. Industries represented are related to Information, Communication and Technology.

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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.

Address the ESSA provision:

Students, parents and staff participated in the following School Site Council meetings:

September 13th, October 11th, November 8th, December 13th, February 14th, March 14th, April 11th - School Site Council/Parent Advisory Committee Meetings - Discuss implementation of LCAP actions and progress on actions and goals, develop School Plan for Student Achievement (SPSA) and approve expenditures per the SPSA. Students, parents/guardians/community members, classified and certificated staff attend these meetings. PCOE Community School does not have a separate English Language Parent Advisory Committee (ELAC), since the school does not have the minimum necessary English Learner students enrolled to establish this committee.

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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.

Address the ESSA provision:

Placer County Community School offers a Career Technical Education course in the area of Information Communication Technology. This class explores the many aspects of computer science using hands-on, engaging, project-based student-directed learning activities. This computer programming course moves beyond minimal computer skill sets, and students learn how to design websites, build computer games, construct and program robots, and much more. Students learn the creative nature of computing, how to use technology as a tool to solve problems and the relevance of computer science and its impact on society.

As part of students' IEPs, students participate in career awareness, exploration and preparatory activities in school and community-based settings. Work experiences are provided through the Workability program, and students participate in various on-the-job training experiences. Job coaching is provided during this process. Transition goals are set to help students transition to post-secondary school and/or job opportunities.

Partnerships with Golden Sierra Job Training Agency (WIOA Agency) provide real-world connections and job opportunities. Career Interest Inventories are completed by students. Students receive personal assistance through the college application process.

The district's primary representative on the regional CTE advisory committee is Tina Angell. Industries represented are related to Information, Communication and Technology.

Save All and Continue

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.

Address the ESSA provision:

The Placer County Office of Education partners with Placer County Probation to support the education and transition needs of youth who have been incarcerated. Students are supported in the following ways:

- a) Student Support Practitioner who monitors student enrollment, attends transition meetings and communicates with district LEAs
- b) Regularly scheduled transition meetings
- c) Probation-developed transition plans for long-term students (over 30 days)
- d) Provide relevant academic information to Probation Officers
- e) Maintain a list of school district contacts responsible for facilitating student enrollment and placement upon release from court school
- f) Activities to increase awareness, foster collaboration and maximize compliance with AB 2276
- g) Provide 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
- h) Upon the student's release from custody, the Student Support Practitioner notifies the assigned probation officer and the school of residence and the school of residence
- i) The Student Support Practitioner receives confirmation from the school of residence of the student's enrollment and return to school

Save All and Continue

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.

Address the ESSA provision:

Per the PCOE/Probation MOU, PCOE provides all special education services. All Individual Education Plans (IEPs) are conducted in accordance with federal and state law. As part of students' IEPs, students participate in career awareness, exploration and preparatory activities in school and community-based settings. Work experiences are provided through the Workability program, and students participate in various on-the-job training experiences. Job coaching is provided during this process. Transition goals are set to help students transition to post-secondary school and/or job opportunities. Facility staff are provided professional development regarding specific student needs including Behavior Intervention Plans, whenever necessary.

Save All and Continue

Alternative Placements

ESSA SECTION 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.

Address the ESSA provision:

Educational programs within Placer County provide numerous alternatives and opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a broad spectrum of services and Placer County Office of Education (PCOE) offers additional options. In combination, they provide a continuum of educational alternatives to expelled and at-risk students. Each school district ensures that services are provided to students who have a scheduled expulsion hearing. A student whose behavior has resulted in expulsion is given a rehabilitation plan designed by the district of residence. This plan may involve one or more of the options outlined below. The governing board of each school district will determine which educational alternatives are appropriate and available to each student. Educational alternatives include, but are not limited to:

- Suspended expulsion with conditions and return to same site
- Suspended expulsion with conditions and assign student to different site
- Suspended expulsion on the same or different site with placement on a contract for behavior
- Subsequent to a suspended expulsion, parents/student may request placement in a District
- Independent Study Program (Voluntary)
- Expulsion with recommended enrollment in a PCOE alternative education program

PCOE operates Pathways Charter Community School (Pathways iCARE) located in Rocklin. Pathways iCARE serves students in grades 7-12 who have been expelled by districts or referred by probation. The goal of Pathways iCARE is to provide a positive alternative education choice for students and families. The Pathways iCARE program emphasizes academic achievement, application of concepts and skills to real world settings, and college and career exploration and preparation.

The Placer County Superintendent of Schools operates one traditional Community School program serving students in grades 7-12 in Truckee. In addition, Pathways Charter and PCOE operate a voluntary Independent Study (IS) program.

PCOE facilitates regular meetings between districts and the County Office of Education in order to coordinate services for expelled students. There is a clear referral and transition process for students entering and exiting PCOE programs. Placer County Districts and PCOE have agreed to award and accept partial credits for any student entering or exiting PCOE programs.

Save All and Continue

Title I, Part D Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

Title II, Part A funds will be transferred to Title I, Part A.

The LEA offers induction programs to teachers and administrators to provide a comprehensive, systematic, rigorous and relevant education to all students in Placer County, including professional development around implementation of standards, effective first instruction, English language development, professional learning communities, multi-tiered systems of support, coaching and more. The comprehensive approach to professional development includes professional development training, lesson study and coaching.

The following Commission on Teacher Credentialing approved programs are offered:

- a) Teacher Induction Program (formerly Beginning Teacher Support and Assessment - BTSA)
- b) Administrator Preliminary Credential
- c) Administrator Clear Credential Induction
- d) Education Specialist Mild/Moderate and Moderate/Severe Intern Programs

The following activities funded out of Title 1, Part A support preparing and training high quality teachers and school leaders:

- a) Provide professional development and instructional coaching to school staff
- b) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes
- c) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.
- d) Provide Professional Development for implementation of State Adopted Standards.
- e) Provide Cultural Competency Professional Development
- f) Provide induction program for new teachers
- g) Provide professional development for administrators/teacher leaders in the areas of instructional

Save All and Continue

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).

Address the ESSA provision:

No school in the LEA qualified for CSI or TSI.

Save All and Continue

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.

Address the ESSA provision:

Strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement an effective innovation:

- a) The District Improvement Team (DIT) maintains a process for using data for decision making.
- b) The DIT maintains an effective team meeting process and, on a monthly basis, reviews and analyzes data
- c) The DIT maintains a process for addressing internal barriers to the implementation of improvement science
- d) The DIT reports progress related to the utilization of improvement science.
- e) The DIT utilizes Improvement Science tools and processes to (i.e. Root Cause Analysis, PDSA Cycles, etc.) to identify problems of practice and create action plans for continuous improvement.

Save All and Continue

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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California Department of Education

LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

Title IV, Part A funds were transferred to Title I, Part A.

The LEA has partnerships with Golden Sierra Job Training Agency provide real-world connections and job

opportunities. Career Interest Inventories are completed by students. Students receive personal assistance through the college application process. Work experiences are provided through the Workability program, and students participate in various on-the-job training experiences. Job coaching is provided during this process. Transition goals are set to help students transition to post-secondary and/or job opportunities.

Multiple funding sources support access to technology, a well-rounded education and safe and healthy students.

- a) 1:1 Current devices for all students
- b) Cyber High web-based learning platform including multiple A-G courses, Sign Language courses and courses related to digital literacy
- c) Career Technical Education courses are provided
- d) Outdoor Environmental Education activities are provided
- e) Visual and Performing Arts programs are provided
- f) PBIS has been implemented as part of a robust MTSS model
- g) Students have access to a school social worker/school psychologist for individual and group counseling when appropriate

The program objectives are in line with the goals with the LCAP. The LEA periodically evaluates the effectiveness of the activities carried out under this section based on these objectives. The District Improvement Team reviews data on a monthly basis and evaluates results on the California Dashboard. The LEA evaluates results on the California Healthy Kids Survey, and intervention teams monitor behavioral PBIS data.

Save All and Continue

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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