

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

**LEA name:**

Tulare County Office of Education

**CDS code:**

54-10546-00000000

**Link to the LCAP:**

*(optional)*

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

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

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

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

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

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Tulare Office of Education encompasses five programs:

Court/Community Schools

University Preparatory High School

La Sierra Military Academy

Special Education/AcCEL

Each of these programs have their own unique settings and needs. As a result, each program is addressed according to their LCAP goals and student needs.

Court School is utilizing federal funds to support implementation of activities (i.e. Transitions Specialist, Professional Development, supplemental materials and supplies, and supplemental books) as outlined in the SPSA and LCAP. LCAP Goals:

#1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELPA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

#2 Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and support by engaging in a supportive learning environment.

#3 All students at Court and Community Schools including students who are Low Income, English Language learners, students with disabilities, Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and graduation rates.

Community is utilizing federal funds to support implementation of activities (i.e. Professional Development, supplemental materials and supplies, and supplemental books) as outlined in the SPSA and LCAP to support meeting the established LCAP Goals:

#1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELPA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

#2 Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.

#3 All students at Court and Community Schools including students who are Low Income, English Language learners, students with disabilities, Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and graduation rates.

Special Education School is utilizing federal funds to support implementation of activities as outlined in the SPSA and LCAP. LCAP Goals:

#1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELPA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

#2 Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.

#3 All students at Court and Community Schools including students who are Low Income, English Language learners, students with disabilities, Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and graduation rates.

University Preparatory High School (UPHS):

The primary use of federal funds at UPHS is for math, language arts, and student attendance. This includes materials, supplies, and conferences for teachers. The use of the funds is designated to help all students to excel in both math and language arts as well as their daily attendance. This is measured through CAASPP scores, local assessments such as the mid-term exams, class assessments, and student grades and attendance.

UPHS LCAP Goals

Goal #1 Improve the quality of instruction for students who are EL and/or economically disadvantaged to better prepare said students for the academic expectations awaiting them in college and/or awaiting them in their career field.

Goal #2 Provide support to help students develop self-efficacy and self-advocacy skills and provide training to develop curriculum and lessons to help students acquire these needed skills.

Goal #3 Increase social-emotional support services provided to students and provide professional development to train teachers about social-emotional learning and the impact of mental health on schooling.

Goal #4 Provide a school climate that increases the engagement and involvement of students, parents, and families

## La Sierra Military Academy (LSMA):

Federal funds are used to support schoolwide programs as indicated by the site's needs assessments. School data indicates that students enrolled at LSMA are below grade level standards, are credit deficient, and deal with issues related to truancy and exposure to trauma. The school allocates funds for increasing intervention time and support in all content areas, credit recovery courses, methods for addressing barriers that impede student learning in the classroom while addressing the whole child, and providing access to Career/College pathways. This includes the following LCAP Goals:

**Goal #1** All LSMA students will improve academically in English Language Arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.

**Goal #2** All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre-Algebra, Algebra I, Geometry and Trigonometry.

**Goal #3** All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.

**Goal #4** All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.

**Goal #5** All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive and inclusive environment.

## 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.

All TCOE schools and programs use federal funds to supplement the actions and services provided through the base program. Federal COVID relief funds are being used in a similar manner to maintain and extend needed supports in areas that have been impacted by the pandemic. Federal and state funds are aligned in the LCAP and SPSA to meet the needs of all students including unduplicated students.

Court and Community Schools utilize the federal funds to align with stated funds in order to help meet their established goals. Both Court and Community schools use the majority of their Title 1 Part D funds to provide access to Student Transition Specialists at each site. Their primary role is to create Individual Learning Plans and connect students with resources to be successful on their path to career and college readiness. Title I funds also support professional learning of Court and Community staff.

Special Education School uses federal funds to support the activities outlined in the LCAP to meet the established goals. The specific use of funds depends on the LCAP activity. Title I funds support activities including providing highly qualified certificated staff and classified support staff, materials, books and supplies as well as consultation services to support professional development. Title IV funds support enrichment and targeted support activities through classified staff.

#### University Preparatory High School (UPHS):

The primary use of federal funds is to align with state funds, so that both are used to meet established LEA goals. Federal funds are used to supplement and enhance the use of state funded activities. The use of federal funds is dependent on the type of fund. Title 1 funds are not received by UPHS. Title II funds are used to build teacher capacity to ensure Goal 1. Title 3 funds are used for professional development to meet the needs of English Learners and/or Immigrant Students. Professional development is centered around implementation of research-based instructional EL/LTEL strategies. Federal funds may be used for supplemental materials and supplies to enhance student learning.

#### La Sierra Military Academy (LSMA):

The La Sierra Leadership Team designed a comprehensive school action plan that aligns federal funds, state/local funds and other grants to meet the needs of the LCAP and schoolwide action plan as indicated by the student needs and assessment measures. For each LCAP goal, specific actions targeting remediation/intervention, and action steps to meet the needs of each LCAP outcome were calibrated. The La Sierra Leadership Team meets monthly to review progress and implementation data that is tracked and updated annually in the school's data tracking systems towards ongoing school improvement efforts for raising student achievement over time.

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

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

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

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

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

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

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

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

### Career Technical and Work-based Opportunities

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

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

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

#### ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

For 2022-2023 school year, the following Educator Equity data was analyzed:

Low-income students are not taught at higher rates by ineffective/misassigned teachers or out-of-field teachers. The local data collected by Tulare County Office of Education determined that zero out of the forty-three teachers were ineffective/misassigned or out-of-field teachers.

\*100% of students enrolled in Tulare County Court Schools are low-income students. 0% of Tulare County Court teachers were ineffective/misassigned or out-of-field.

\*30% of students enrolled in University Preparatory High School are low-income students. 0% of University Preparatory High School teachers were ineffective/misassigned or out-of-field.

\*81.25% of students enrolled in Tulare County Community Schools are low-income students. 0% of Tulare County Community teachers were ineffective/misassigned or out-of-field.

\*79.53% of students enrolled in La Sierra Military Academy are low-income students. 0% of La Sierra Military Academy teachers were ineffective/misassigned or out-of-field.

\*75.2% of students enrolled in Special Education here are low-income students.

Low income students and Minority students are not taught at higher rates by inexperienced teachers at Tulare County Court Schools and University Preparatory High School. The data was collected from the California Department of Education DataQuest site. 100% of students enrolled in Tulare County Court Schools are low-income students. 87% of students enrolled in Tulare County Court schools are minority students. 0% of Tulare County Court teachers were inexperienced teachers.

\*26% of students enrolled in University Preparatory High School are low-income students. 55% of students enrolled in University Preparatory High School are minority students.

\*87.7% of students enrolled in Tulare County Community Schools are low-income students. 92% of students enrolled in Tulare County Community Schools are minority students. 33% of Tulare County Community teachers were inexperienced teachers. Three out of nine teachers had two years or less of teaching experience. Our system challenges were a late opening of an alternative education school and hiring during the summer break versus hiring during Spring job fairs.

\*79.5% of students enrolled at La Sierra Military Academy are low-income students. 90% of students enrolled at La Sierra Military Academy are minority students. 5% of La Sierra Military Academy teachers were inexperienced teachers. One out of sixteen teachers had two years or less of teaching experience. Our system challenge for school capacity building efforts has been working to improve our application of quality direct instruction across all grade level spans for raising student achievement across all core academic subjects.

The equity gap discovered at Tulare County Office of Education was 13.9% of our teachers were inexperienced. Six out of forty -three teachers were inexperienced. This data was provided by the California Department of Education regarding certificated staff experience for 2018-2019. Tulare County Office of Education engaged various stakeholders to identify strategies to address the discovered equity gap. These strategies included the sharing of the data at LCAP meetings, parent teacher conferences, ELAC meetings, School Site Council meetings, and with the Tulare County Leadership Team. During these meetings we informed stakeholders how their input would be used in order to allow stakeholders to provide meaningful feedback. We made it a priority to ensure each stakeholder had an opportunity to share.

During the data analysis process the disparity that was discovered was 13.9% of teachers were inexperienced. The actions Tulare County Office of Education will take to address this disparity are selecting effective mentors, providing on-going professional development opportunities, providing professional academic coaching and promoting teacher collaboration.

## **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:**

The LEA will carry out its responsibilities of involving parents and our school community in the development of improvement plans. We will accomplish this by:

- School Site Council/Parent Advisory Committee and English Language Advisory Committee meetings.
- Parent/teacher conferences
- Parent Information meetings
- Parents, students, teachers, and staff will complete surveys as well as one-on-one conferences with teachers
- LCAP meetings will be conducted throughout the school year. All parents, students, principal, teachers, school staff, community members, Foster Youth/Homeless Services Coordinator, CTA and CSEA unions will be invited. We will use flyers, email and/or mail notifications.
- Provide annual updates that will be shared at teacher in-service meetings in the Fall and Spring. Teachers, administrator, principal, aides, Student Transition Specialist, ELA and math consultants will be invited to attend. Annual updates will be included on the in-service agenda students' state test scores, local test scores, and updates on all goals for the LCAP and ELPAC.

The LEA carries out the responsibility for parent engagement through outreach, training, and engagement opportunities. Parents are provided Title I required Annual Notifications annually. Parents and family engagement policy is developed, agreed upon, and distributed during parent meetings, such as school site council. The LEA provides translation services to parents with limited English proficiency when providing information and school reports. The LEA provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations to parents and family members. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The LEA will provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their children overcome educational disruption.

All schools will focus on building the capacity of parents by providing workshops and meetings that will help parents better understand the educational programs and systems and be able to support their students in their education.

Court/Community schools conduct Parent/teacher conferences biannually, School Site Council meetings and LCAP meetings to gather stakeholder information, especially from parents. Also, we annually survey our parents district wide to evaluate the effectiveness of school activities including identifying barriers to greater participation.

University Preparatory High School (UPHS): UPHS currently has great parent and family engagement. Currently, there is an active Parent Support Organization that utilizes parent resources for student events, activities and fundraising. In addition, parents serve on the School Site Council and School Site Board of Directors. UPHS also holds multiple Parent Information Nights. Other options for parent involvement include attendance at semester awards ceremonies to celebrate academic success and chaperones for our student dances. Finally, parents have opportunities to serve on either the School Site Advisory Board or School Site Council.

La Sierra Military Academy (LSMA): Parents and community partners are very supportive and essential to the success of the educational programs at La Sierra. Parents are invited to join the Parent Advisory PTO/School Site Council, Community School and ELAC subcommittees for monthly meetings and additional opportunities to engage in the overall success and education of their children. Parents are an intricate source of support for the classrooms, operations, community involvement and events at the school. Other community partners include but are not limited to: California Cadet Corps, CHOICES, Kiwanis of Visalia, Lions Clubs and the CSET organization.

Tulare County Office of Education (TCOE) will educate teachers, specialized instructional support personnel, principals, school leaders and staff, with the assistance of parents in the value and utility of parental contributions towards the overall vision and goals of the LEA. TCOE will focus on building staff capacity in the areas of cultural proficiency and effective communication skills through professional development and professional learning networks opportunities throughout the year. The professional development and learning opportunities will be guided by parent feedback collected from parent surveys and face to face interactions at school site council, parent advisory and parent/teacher conferences. In addition, consultants will lead the training. Due to the cultural, socio-economic and language needs of the student and family population, the focus on cultural proficiency training is targeted on how to reach out and build relationships with parents in order to create an equal partnership between parents and school. Staff will be taught evidence-based strategies for supporting and enhancing parental engagement, including: how to create and develop adequate and welcoming spaces, how to incorporate frequent and positive communication with parents, and the correlation between parental engagement and academic achievement.

## **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:**

SWP: La Sierra Military Academy, Special Education, and Court and Community Schools are the schoolwide programs (SWPs) operating in TCOE.

In order to better serve students at La Sierra Military Academy, the school operates a schoolwide program to improve academic achievement, in particular for low achieving students so they may demonstrate proficiency on state academic standards. LSMA is dedicated towards raising student achievement in all academic and social sectors. After meeting and reviewing various forms of data, the School Site Council determined the following actions: 1) Student improvement is needed specifically in the areas of English Language Arts and Mathematics. The team determined that there

is a great need for addressing achievement gaps by providing more services for intervention via the implementation of a set enrichment time every Thursday from (8-8:30 am) for student academic support 2) The team determined that there is also a great need to address the socio-emotional learning of students. Students are provided socio-emotional lessons during their respective homeroom classes on a weekly basis for student capacity building efforts. LSMA also implements the Community School framework. Through the Community School Implementation Grant, LSMA executes a Community School teaching position. The Community School teaching position helps provide tiered support services to at-risk students in working towards ensuring that LSMA students receive differentiated academic and social support on a daily basis for the building of the site's Multi-Tiered Systems of Support for elevating student academic and social achievement. Removed from this, La Sierra will also implement a four week summer school session after the completion of the regular school year. The summer school session will focus on providing students with access to taking credit recovery and go ahead courses for ensuring students stay on track to graduate in four years for post secondary career advancement efforts.

Special Education operates programs to meet the full range of needs for mildly impaired to profoundly impaired students. Services can range from related services, which supplement regular classroom instruction, to Special Day Classes (SDC) for students who need a modified curriculum. When necessary, home or hospital instruction is available, as is residential private placement. Special Education also operates the Bright Start Parent/Infant Program to serve children from birth to age 3 who have, or are at risk of having, disabilities. The Alternative Achievement Program (AAP) provides services to students receiving special education whose behavioral and emotional health needs require a higher level of education unavailable on our comprehensive school district sites. AAP provides students with an alternative learning environment that has embedded mental health services to promote a therapeutic environment necessary to meet students' individualized educational needs. The overarching goal is to provide intensive individualized instruction within a student's community. Through extensive therapy and behavioral support, students obtain the necessary skills to return successfully to a comprehensive education setting.

Tulare County Office of Education (TCOE) Behavioral Health Services (BHS) improves the quality of living and learning of the children and families of Tulare County by providing mental and behavioral services in the school, home, and community. TCOE BHS utilizes an innovative, evidence-based approach and draws upon the strengths, diversity, and resiliency of the families served to remove barriers impeding the achievement of their goals. Our Behavioral Health Services provides mental health treatment to students throughout Tulare County school districts who are identified as in need of mental health support and intervention in order to access and benefit from special education. For students, whose educationally-related mental health services are part of the Individual Education Plan, TCOE BHS works in a collaborative manner with students, families, and school personnel to provide a behavior health assessment and individualized intervention. BHS works to ensure access to the quality of care available to children and families throughout Tulare County. TCOE BHS provides an extensive number of field-based services, operates an outpatient psychiatry clinic in Visalia, and provides a comprehensive, integrated, and collaborative approach to mental health treatment to treat a variety of behavior challenges and mental health issues.

Court and Community schools focus on improving academic achievement, while preparing students to return to their comprehensive sites. Students who enter the program have an average reading level of fifth grade and a math average of fourth grade. Students are on probation or expelled from their comprehensive school sites and are behind in credits needed for graduation. Students are provided an individualized learning plan that is monitored by all staff. The individualized learning plan includes structures that support academic progress as well as socio-emotional learning needs. With a small school setting, staff are able to create relevant hands-on learning opportunities that focus on closing the achievement and opportunity gap. Teachers are supported through professional learning opportunities provided by Math, Science, and ELD consultants. Students are provided opportunities

to recover deficient credits through an accelerated credit recovery program. The school conducts an on-going annual evaluation to ensure strategies and intervention services are effective in enabling low-achieving students to meet the state academic standards.

TAS: N/A

Neglected or delinquent: N/A

## **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:**

Tulare County Office of Education (TCOE) has district trained homeless liaisons which serve schools throughout the year.

Court/Community/Special Education notify the TCOE homeless liaison of homeless youth. The TCOE liaison connects with Health and Human Services to place homeless children on a continuum of care list. Staff at sites assist students and families with obtaining county resources. Attendance is monitored by staff. Also, students who are 17 or 18 years of age are connected to homeless programs at our local junior colleges, College of the Sequoias and Porterville College. Professional development for Trauma-Informed Practices is delivered throughout the school year for all staff.

La Sierra Military Academy (LSMA): Reserves funding for homeless students and families by providing outreach services to access temporary housing through motels, etc., clothing, and school supplies, bus transportation support, and college transition/preparation costs. The LSMA faculty annually receive professional development in instructional areas regarding implementation of equity, social-emotional learning and trauma-informed practices to ensure support for homeless and impoverished families.

Reserved funds are used to provide homeless students with basic needs necessities kits as well as other support services (school counseling, transportation, bus vouchers, tutoring) that are comparable to those that are provided in both Title 1 and non-funded Title 1 schools.

University Preparatory High School (UPHS): Reserves funding for homeless students and families by providing outreach services to access temporary housing, clothing, school supplies, and bus transportation support. The UPHS faculty receive professional development at the beginning of each school year in instructional areas regarding implementation of equity, social-emotional learning and trauma-informed practices to ensure support for homeless and impoverished families. Finally, UPHS has a Triage Social Worker on campus two days a week to help support students who face the challenges connected to homelessness.

## **Student Transitions**

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

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

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

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

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

TCOE schools support transition of students to postsecondary by providing transition specialists, field trips to colleges and universities and speakers from a range of postsecondary education agencies and career fields.

University Preparatory High School (UPHS): All UPHS students take college classes at College of the Sequoias each semester including their summer break. Our counselor/academic advisor meets with all students throughout the school year. Also, all sophomores and at least one parent meet with the counselor/academic advisor to discuss their education and college plan as students move through their last two years of high school. In their senior year, students all meet with the counselor/advisor to receive help completing their college applications and the FASFA application. Seniors also meet with a counselor/advisor discuss their academic progress towards meeting the UPHS graduation requirements. Finally, for those students who plan to attend COS, they are assisted with setting up appointments with the COS counselors so their transition from high school to college moves smoothly.

## **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:**

Federal funds are used to support the transition of students. These transition specialists support students in learning how to complete and access FAFSA applications and explore options for postsecondary education and careers.

## **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:**

Student transition specialists contact schools and students within thirty days of exiting Court/Community schools. All students have individualized learning plans (ILP) to support their re-entry into their comprehensive school district. This includes test scores, transcripts, and any other documentation pertaining to their educational needs.

### **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:**

An agreement between the COE and County Probation Department for implementation of the education program at the Juvenile Detention Facility is in place.

The agreement consists of policies and procedures to ensure communication and coordination between educational staff and probation staff. The educational program and the probation department collaborate to transition students to and from the court school. Both parties have access to records, as needed and appropriate, to ensure student success. The mutually developed goals and objectives that are outlined are reviewed annually.

The TCOE will: provide to minors housed at Juvenile Hall instruction, as required by applicable laws and regulations, by teachers credentialed pursuant to the California Standards for the Teaching Profession. Ensure the COE staff have appropriate curriculum and materials to conduct class in accordance with standards set forth by the State Board of Education. Provide ongoing professional

development to COE instructional staff related to curriculum and instructional strategies. Provide common core state standards-based Board of Education adopted instructional materials and instructional technology. Ensure that COE and Probation policies regarding instructional materials including instructional films, software, video, and the use of technology are followed by COE staff. Identify youth with special needs, such as Special Education, 504 plans and English Learners, and provide appropriate services to youth. Ensure that IEPs are conducted or completed by federal and state timelines. Invite parents/legal guardians to IEP meetings. Provide an academic multi-tiered system of support for all students. Notify the Juvenile Hall Superintendent, or designee, of any students who have special needs due to an Individual Education Plan (IEP), 504 plan, or English Learner. Ensure that each youth who is referred out of the classroom by COE staff as a matter of discipline, that they receive due process rights and that a written incident report is submitted to the designated Probation Department staff by the end of the school day. Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement with the Juvenile Hall Superintendent. Provide a minimum of 240 minutes of instructional time daily at the court school, within a mutually agreeable schedule. Provide a year-round instruction Monday-Friday excluding COE holidays and staff development days, as delineated on the calendar distributed annually. Ensure that following a minor's release or transfer from Juvenile Hall, educational records are immediately forwarded to the next educational placement. Provide academic credit for all course work completed while students are in the court school. Ensure that substitute staff members receive appropriate materials and instructions to conduct class in the absence of the regularly assigned staff. Ensure the substitute staff members receive orientation to the facility and educational program prior to beginning work at the court school. Ensure that all COE personnel have successfully completed a fingerprinting/criminal background check prior to beginning work at the court school. Cooperate with the Chief Probation Officer, or designee, in regards to the safety and security of the facility.(The Chief Probation Officer, or designee, has the authority to deny access to any school personnel deemed to be a safety or security threat to Juvenile Hall.) Complete the annual Title 15 Juvenile Facility Education Program Review Evaluation.

The County Probation will: maintain safety and security in the court school classrooms. Provide designated classroom and office space. Ensure adequate cleaning, maintenance and repairs to the classrooms. Provide the COE with a daily list of students who will attend school and ensure that all students are at school for the full instructional day unless excused for reasons such as but not limited to court appearance, meetings with attorneys, and/or safety issues deemed appropriate by the Juvenile Hall Superintendent, or designee. Provide the COE a valid reason for absence, per Education Code 48205, when an enrolled student does not attend school. Notify the COE of youth identified as having special needs and/or limited English skills. When requested, provide the COE staff with an orientation or review of the Juvenile Hall policies and procedures.

## **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:**

TCOE follows all local, state and federal guidelines for a Local Educational Agency (LEA). Our programs follow the California State Standard CDE mandated assessments, accountability measures and funding requirements. There are ongoing board reports on student academic progress, LCAP goals and action plans, Local Indicator results and other accountability measures. We continue to evaluate data and review progress throughout the year.

## **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:**

Student Transition Specialists develop Individual Learning Plans (ILP)'s with the student at enrollment, and update depending on length of stay, in collaboration with the student, parent, probation, and others as appropriate stakeholders. Exit meetings are held to support successful transition and Student Transition Specialist follow up with students within 90 days of exiting.

## **Educational Needs**

### **ESSA SECTION 1423(5)**

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

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

The students entering TCOE programs have been impacted by many of the following issues: low-income, impacted by trauma, poverty, at risk, teen pregnancy, adjudicated and probation referred, expelled, credit deficient, foster youth, homeless, English learners and learning disabilities. Issues with substance abuse and addiction are common, along with other unique needs that a traditional approach to education did not prove to be sufficient.

To accommodate all students' needs each student entering is asked specific questions to determine if they have ever had an IEP. Staff also review Special Ed. Information System (SEIS) to locate identified students with special needs.

We will continue to deepen staff understanding of Trauma Sensitive Schools. Professional development will focus on insights for best teaching practices within the realm of trauma informed practices. Professional development also includes ELD training, next generation science curriculum training, and extensive math training for Integrated 1 program.

## **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:**

Student Transition Specialists (STS), school counselors, parent and family liaisons, social work interns, and probation refer students and families to needed resources and support through community agencies. Multidisciplinary team meetings are ongoing at the court school to continue to meet to collaborate services to ensure students receive the necessary services upon release of the facility. STS coordinate services so all student services continue without interruption.

## **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:**

Beginning with the 2019-20 school year, youth in our Juvenile Detention Facility started a career technical education (CTE) program. It is green-house (solar) and construction based. All youth are provided opportunities to complete the Food and Safety Certificate. Students are also able to complete a career certificate program. Both provide greater opportunities for employment. Community Services and Employment Training (CSET) is made available for all students to hone their skills in creating a viable resume, interviewing, and basic employment skills. There are Community College on-line courses available.

## **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:**

Ongoing parent training, educational opportunities, supports and opportunities for input on needs are provided to parents through biannually parent/teacher conferences and parent night meetings.

Training include, but not limited to: truancy training and supports, academic success and transitions, communication with your child, human trafficking, financial aid and postsecondary readiness. Parents have a voice and are strongly encouraged to attend School Site Council meetings and LCAP meetings.

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

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

TCOE offers career technical education programming to provide youth with career exploration, work based learning, industry recognized certification, support and emergency services. Such programs include: California Food Handlers Certificate and an on-line Retail Services Certificate.

## **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:**

Reentry planning begins as soon as the student is remanded to the Tulare County Juvenile Detention Facility. Our students are interviewed by our school counselor or Student Transition Specialist (STS) within 48 hours of their arrival to develop their ILP. If there is a need for special education to join the team, they are immediately contacted. Students review their academic, vocational, career and educational goals in order to prepare them for the day they are released from custody. Once the ILP is in place, the STS communicates with probation and all other stakeholders to review academic goals and future college/career aspirations.

## **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:**

Prior to release from the facility, a multidisciplinary meeting (MDT) takes place. Those invited to the MDT include the student, parents/care provider, general ed. and special ed. teachers, mental health,

probation, and any others involved with the IEP process. The purpose of the meeting is to discuss placement options for optimal success. The STS updates the ILP (i.e. requests transcripts from previous schools) and forwards all information to the school of residence.

## **Alternative Placements**

ESSA SECTIONS 1423(13)

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

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

The first choice is the least restrictive environment and best fit. All stakeholders come together to provide insight. Options for school placement are reviewed and supports needed for a successful transition. Stakeholders include all who are involved in the IEP process.

## **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:**

Court/Community/Special Education Schools:

Professional Development is conducted throughout the year to improve students' reading and math skills. Teachers are provided a monthly collaboration time to share planning and practices. To further refine the sharing of practice, all sites have the opportunity to visit classrooms using the Instructional Rounds protocol. Teachers are trained on the assessment and grading program tool to enhance teachers' expertise to increase students' capacity to learn. During monthly inservice meetings, all staff members are exposed to training that includes equitable access for all.

University Preparatory High School (UPHS):

All new teachers who come to UPHS that have less than two years of teaching experience are placed in the teacher induction program and assigned a mentor. All teachers at UPHS are encouraged to attend at least one conference and/or one local professional development in their subject area. It is the philosophy of the school administration that teachers must have learning opportunities similar to their students to continue being effective educators.

Teachers meet once a week during their established professional development time. One meeting each month is the monthly all faculty and staff meeting, one meeting a month is to discuss current curriculum issues and/or accreditation, one meeting a month is to discuss student concerns, and one

meeting a month faculty work in their academic department to analyze data to ensure students are meeting both the state standards and the a-g curriculum expectations.

#### La Sierra Military Academy (LSMA):

Title II provides support for professional development that is utilized for staff and administrative capacity building efforts. Annually La Sierra Faculty, students and families review schoolwide surveys and assessments along with local and state data to identify areas to be targeted for professional development. Together educational partners conduct root cause analysis investigations to identify disparities to create plans of action to address closing student achievement gaps. La Sierra partners with TCOE ERS Consultants to provide consistent cutting edge coaching and support in lesson design, English Learner and Common Core State Standards applications. Additionally, staff and school administration attend local conferences that support their personal continued growth and capacity building of all teachers as it relates to their professional standards and job duties and roles. Furthermore, teachers and administrators through their Professional Learning Communities (PLCs) meet weekly to study outcomes and develop strategies to increase student achievement over time. LSMA staff also partner and collaborate with other schools in applications of design thinking, equity analysis, the inquiry model, and sharing of best practices for continual school improvement measures towards raising student achievement across all academic and social sectors.

### **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:**

Title II Part A prioritized funding is based on stakeholders' input from SSC and LCAP meetings. It also includes school staff, administrators, students, and parents/caregivers. Schools collect surveys and analyze data, local and state testing, and California School Dashboard reports.

Under the CSI program, the organization is planning to use Title II Part A funds mainly to enhance Professional Development opportunities for teachers, administrators and other school leaders such as instructional coaches, Curriculum and Instructional Administrator with a high concentration for the school site currently on CSI program. The Professional Development activities will focus on reducing the overall suspension rate, specifically those groups identified on the California School Dashboard, Hispanic and socioeconomically disadvantaged.

### **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:**

#### Court/Community Schools:

To increase reading scores, teachers are also provided support for ELA, ELD, history and science consultants throughout the year. Teachers attend professional development designed for topic specificity and discussion on the data. Teachers report the monthly professional development meetings have increased their ability to interpret data and implement its findings.

#### Special Education School:

Our Special Education School serves our most significantly disabled student population for all students residing in our county. Our students with moderate to severe disabilities work on functional/vocational skills and are working towards a Certificate of Completion therefore our graduation rate is low. As new guidance develops on an alternate pathway to diploma for students with severe intellectual disabilities, our Special Education School will collaborate with the Districts of Residence for those students that pursue that option. Administration will continue to collect and analyze data on high school graduation and certificate of completion and consult our member districts in exploring the alternate pathway to diploma where possible. Chronic absenteeism continues to be an area of need following the COVID pandemic. Weekly and monthly attendance reports are viewed by administration to explore attendance patterns and interventions are implemented to improve attendance of all students. Administration and staff develop strategies to address Chronic Absenteeism and consult our districts to explore options including district SARB processes and other attendance intervention strategies.

#### University Preparatory High School (UPHS):

Data drives curriculum decisions. Mathematics improvement continues to be a goal and UPHS continues to grow by increments each year. When the budget is developed each year, the staff and school community look at mathematics and English first with ways to help students grow their knowledge in both mathematics and English. Second, the staff and school community looks at teacher professional development to ensure teachers continue to remain knowledgeable of current strategies in their content areas. Finally, the staff and community review the materials needed for all classrooms.

All needs for curriculum and instruction are derived from the monthly meetings where curriculum and student concerns are presented and addressed. Staff also refer to current CAASPP results and local assessments used in the classroom to inform their decisions with regard to curriculum and lesson choices.

The overall goal of UPHS is to provide those students who are identified as either low income, English learners, and/or foster youth with multiple opportunities to grow their knowledge of each content area in order to help ensure these students are college and career ready. Every year, improvements are made to the UPHS instructional program and the services offered to help all students continue to improve and meet the academic needs expressed by students and their families.

#### La Sierra Military Academy (LSMA):

Various local and state data metrics are utilized to drive weekly discussions held in PLC meetings among subject level departments to address the learning needs of students. The LSMA PLC departments analyze a diverse range of student assessment information ranging from CAASPP data, STAR Renaissance data, writing benchmark data, classroom implementation levels, root cause analysis data, survey data, and the advent of student data chats to facilitate the continuous cycle of improvement amongst staff towards raising student academic and social achievement across all 7-12

grade level spans. Together the LSMA staff develop strategies and best practices to continue improving the learning outcomes for ongoing school improvement efforts towards raising student achievement over time.

## 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:** Our district is a participant of the Tulare County Office of Education Title III Consortium. As a participant in the Consortium, our professional development will include assessing, professional learning, coaching and opportunities to examine student outcomes, reflect on the learning and make adjustments based on the needs of our students.

Our model will include:

- 1) Assessing the needs onsite with the leader and teachers. Options for this work include looking at ELPAC data, curriculum, structures in place to support English Learners, classroom walkthroughs and observation and a needs assessment.
- 2) Professional learning will be based on the needs of our site. Topics may include: Understanding the English Language Development Standards, Understanding and implementing Integrated and Designated ELD, Lesson planning for Integrated, Designated ELD, English Learner Strategies for Math and STEM, and Family Engagement Activities.
- 3) Classroom coaching and support that aligns with professional learning.
- 4) Progress monitoring of professional learning and the English Learners development of language proficiency. This will include planning forward and celebrating the success of student growth.

In addition, our district works to strengthen parent engagement in a variety of ways. We work with our parents in the following ways:

La Sierra Military Academy utilizes the advent of its English Learner Advisory Committee (ELAC) to help provide opportunities for parents of English Learners to provide their respective input regarding the best ways that LSMA can further improve the learning environment for the site's EL Learners. LSMA holds ELAC meetings on a quarterly basis to ensure that all educational partners from the site are actively involved regarding matters of school outreach for ongoing school improvement efforts. La Sierra implements a professional learning plan that provides coaching services to the site's ELD teachers for professional learning towards helping improve the learning outcomes for the site's EL students. Removed from this, professional development is provided throughout the school year on the application of Integrated ELD principles to all LSMA teachers for EL student capacity building efforts.

University Preparatory High School (UPHS) utilizes four different parent groups to help provide opportunities for parents to give their input and learn about ways they can be involved in their child's education. These boards consist of the following: School Site Advisory Board, School Site Council, the UPHS Juntos, and the Parent Support Organization. These groups/councils/boards are actively involved in matters related to school improvement and outreach. Additionally, the UPHS EL TOSA attends various EL/ELD trainings focusing on EL requirements and EL Roadmap throughout the school year to develop the content area teachers' knowledge regarding how to integrate language instruction within academic areas such as science and social science. The ERS EL Consultant spent a day at UPHS working one-on-one with content area teachers to provide targeted support for teachers to more effectively deliver English language support to University Prep students. UPHS will continue this type of professional learning into the 2025-2026 school year.

Tulare County Court School will provide professional learning for teachers and staff in the area of English Language Development to improve access to language developing skills in ELD standards. TCOE's ERS division provides professional learning to teachers and staff for ELD. Teachers also participate in annual ELPAC training. The Court school staff have improved parent engagement through various methods including increased communication via the student information system. Continued parent outreach to increase participation and parent capacity through parent conferences, parent meetings (including ELAC and SSC), parent engagement opportunities including social workers visits, supports and training.

Tulare County Community School will provide professional learning for teachers and staff in the area of English Language Development to improve access to language developing skills in ELD standards. Professional learning includes contracts with ELD specialists to support classroom instruction for English language learners. TCOE's ERS division provides professional learning to teachers and staff for ELD. Teachers also participate in annual ELPAC training. Parent engagement opportunities will increase through various methods including increased communication via the student information system. Continued parent outreach to increase participation and parent capacity through parent conferences (including ELAC and SSC), parent engagement nights, that provide a forum for parents to engage and learn together with their students.

Tulare County Special Education School continues to provide various Professional Learning opportunities for teachers and staff made available through our county office. Professional learning for teachers and staff include annual training in ELPAC administration to increase understanding and opportunities for students with disabilities to access the assessment using the available supports and access tools. Teachers on Special Assignment (TOSAs) provide ongoing training to teachers to improve instructional strategies and language building activities tailored to the unique needs of the students with disabilities. Parents participate in workshops provided both in person and virtually on a variety of topics to enhance language, learn skills to support students at home and build relationships with school staff.

## **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:**

Tulare County Court currently does not have any immigrant students. We will work with our Title III Consortium to develop a plan for support and delivery of enhanced instructional opportunities when we have immigrant students.

Tulare County Community currently does not have any immigrant students. We will work with our Title III Consortium to develop a plan for support and delivery of enhanced instructional opportunities when we have immigrant students.

Tulare County Special Education School currently has 11 immigrant students. We serve our students through a variety of supports and services. Immigrant students receive support and access to language development resources through the district adopted ULS curriculum that is available to all special education students at their ability level. Our Special Education Teachers on Special Assignment provide additional support to teachers to ensure all immigrant students have access to appropriate language instruction.

La Sierra Military Academy (LSMA): Our school site currently does not have any immigrant students. We will work with our Title III Consortium to support the delivery of individualized learning plans and enhanced instructional opportunities when we have immigrant students who register at our school site.

University Preparatory High School (UPHS) currently has three immigrant students who are a part of a student foreign exchange program and two students who have been in this country for less than three years . Our work with the Consortium will examine best practices to support immigrant students and their families. This will include providing our immigrant students the same access and opportunities to develop language proficiency so all English Learners have access.

## **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:**

University Preparatory High School (UPHS): All UPHS instructors provide different levels of ELD instruction. Further instruction and support is provided by our EL Liaison. This liaison provides extended academic support for our immigrant students and EL students so as to meet the graduation requirements at UPHS. To ensure that UPHS EL students are developing their language knowledge and meet the California State standards, UPHS offers at lunch and after school tutoring services, an additional class (Academic Success) that offers supplemental support and provides access to supplemental materials. During the Academic Success class, the EL TOSA works one-on-one and with small groups of EL students to support their learning, growth and development of both their language knowledge and their content area knowledge. UPHS will continue this work into the 2025-2026 school year.

Tulare County Court School: District adopted ELD curriculum to support and enhance designated and integrated ELD instruction. Additional instructional support for ELD intervention is provided to increase learning opportunities for English language learners. Additional intervention teacher provides direct supplemental intervention for students not progressing. Teachers monitor EL student progress through direct targeted instructional assignments and assessments and assign students for intervention including credit recovery where appropriate. Weekly library time is provided to increase access to language building materials and supplies.

Tulare County Community School: District adopted ELD curriculum used by teachers to support integrated and designated language development for students. Additional instructional staff provide intervention and support to English Language learners to improve mastery of standards. Teachers provide monitoring and allocate additional instructional time for students not progressing to ensure improvement in ELD and core standards. Teachers utilized online resources for language development and intervention. Supplemental curriculum and materials and library access to support learning and language development. Additional technology resources including chromebooks for students to take home and continue language development programs online. Professional learning provided for teachers to enhance targeted ELD instruction.

Tulare County Special Education School: All English Language learners receive language enriching instruction and activities aligned to meet their English language development needs at their cognitive and developmental level. Special Education teachers utilize language rich instruction methodologies, supplemental curriculum and online instructional programs tailored to the unique needs of each student with a disability. Teachers collaborate with other educational specialists to support the language development of their students through individualized goals targeted to the language needs of the English learning student with disabilities. Teachers on Special Assignment provide annual training to teachers throughout the year to ensure English language learners are progressing in both ELD and core academic standards.

La Sierra Military Academy (LSMA): All LSMA instructors provide the advent of Integrated ELD instruction in all classrooms on a daily basis. The application of Integrated ELD serves as a direct intervention to ensure that all LSMA students who are English Learners continue to receive extended language acquisition and academic instruction that further provides them with the academic support towards meeting State Academic standards for student achievement and growth over time.

## **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:**

La Sierra Military Academy (LSMA): LSMA has an EL Reclassification plan that the site utilizes with fidelity to progress monitor all EL learners for evaluation throughout the school year. For students who are reclassified, LSMA also utilizes an EL Progress Monitoring document that monitors the academic progress of each reclassified student throughout the school year for school outreach and intervention purposes to ensure that each reclassified student is making sufficient academic growth within their respective courses of study. La Sierra teachers are teaching EL and Standards based instructional standards towards helping EL students attain language acquisition and English proficiency. La Sierra completes weekly PLC meetings that address centralities of EL need and focus for EL student progression and growth. La Sierra also provides EL enrichment services through the advent of yearly summer school sessions that provide La Sierra EL students additional opportunities for exposure to language acquisition and reading and writing components. The La Sierra instructional team will continue to utilize its STAR Reading, EL and LTEL data to make school improvement adjustments to better improve the EL program services on behalf of La Sierra EL students for student capacity building efforts.

University Preparatory High School (UPHS): UPHS monitors the progress of our EL learners and reclassified students (RFEP) through their academic progress and ELPAC scores. Our EL Liaison monitors the academic progress and works with each student to ensure they are making progress towards reclassification and meeting the California State Standards. The EL TOSA meets with each of the academic departments to examine ELPAC and CAASPP data throughout the school year to help ensure the EL students continue to improve their language skills along with their content understanding. Additionally, the EL TOSA reaches out consistently to the parent/guardian/migratory families to ensure they understand how their students are growing academically (families also have access to their students' grades through PowerSchool - the SIS for UPHS). UPHS plans to continue focusing on language development and content understanding by continuing to provide professional development centered around instructional lesson design and delivery with an EL focus. Departments will continue to analyze EL and LTEL data to make instructional strategy changes and adjustments as needed.

Tulare County Court School provides support and direct assistance to English Language learners through interventions from the intervention teacher and instructional aides. These staff members provide this targeted language instruction and support struggling ELL students and improve access to ELD standards. The additional staffing for interventions provides greater opportunities for students to receive direct designated support and instruction on the standards. Teachers review student ELPAC data and those with levels at 3 and 4 are reviewed and considered for reclassification. Teacher input and work samples are discussed with parents to explore language acquisition where appropriate.

Tulare County Community School also provides direct instruction and intervention to English Language learners from the intervention teacher and instructional aides. This additional and supplemental support targets instruction for struggling in the ELD and core academic standards. The additional staffing for interventions provides greater opportunities for students to receive direct designated support and instruction on the standards. Teachers regularly review student ELPAC data

for reclassification. Teacher collaborate with administration to review and consider additional data and work samples with parents to explore language acquisition where appropriate.

Tulare County Special Education School provided English learners with instructional support through language rich instruction, curriculum and supplemental supports. Classroom instruction includes a combination of designated and integrated instruction to ensure all English Language learning students with disabilities progress on ELD and core standards. Teachers on Special Assignment collaborate with teachers and provide targeted training to enhance Language development of all students and use progress on language goals for each student to ensure progress.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

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

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

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

The LEA determined appropriate activities and programming funded by Title IV based on parent/stakeholder input at LCAP meetings and also through staff, stakeholder, and student surveys. The needs assessment is conducted through the annual update of the LCAP. This assessment includes review of LCAP required metrics including but not limited to the safe and healthy kids survey, review of technology needs addressed by actions in the LCAP, and review of local indicators associated with a broad course of study and college/career readiness.

At least 20 percent of funds will be used to support access to a well-rounded education. This includes students' access to an enriched curriculum and educational experience which entails access to college courses, arts and music, and STEM opportunities. Students are provided with information regarding financial aid and post-secondary options.

At least 20 percent of funds will be used to support safe and healthy environments that support student achievement. This includes allocations towards mental health training for teachers, reconnecting youth training for teachers, and resources to help parents learn about the signs of suicide, mental health, and social awareness for families. Support for re-entry programs for expelled youth and transition services for justice-involved students are also provided. Partnerships with local government agencies that support youth in developing relationships and life skills .

After allocations are made to support the above mentioned programs for student access to a well-rounded education and support for safe and healthy students, no more than 15% will be used to purchase technology, such as updating staff and student computers.

The objectives are to support a well-rounded education , safe and healthy schools, and the effective use of technology.

The intended outcomes are to decrease chronic absenteeism, decrease suspensions, increase justice-involved students re-entry to their comprehensive high school ,increase college and career readiness, and support student access to technology.

The LEA will periodically evaluate the effectiveness of these activities through quarterly stakeholder data review meetings. Data is also reviewed at School Site Council meetings, ELAC meetings, and DELAC meetings. The data reviewed includes chronic absenteeism data, suspension data, re-entry data, and student achievement data. Effective use of technology will be measured by maintaining 1:1 student to device ratio by period evaluation of inventory and required updates.