

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

LEA name:

Kern County Superintendent of Schools

CDS code:

15 10157 0000000

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: Improving Basic Programs Operated by State and Federal 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 IV, Part A: Student Support and Academic Enrichment Grants

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The Kern County Superintendent of Schools (KCSOS) office creates an annual Local Control and Accountability Plan (LCAP) based on input from stakeholders including parents/guardians, staff, students, and community partner agencies. Stakeholder input indicates the Alternative Education program should continue to focus on students' social emotional health and academic achievement. As a county office of education, KCSOS is also responsible for providing support for school districts' foster youth programs. The 2021-2024 LCAP goals are as follows:

Goal 1: All students will demonstrate growth in their social emotional development as measured by an analysis of data relating to parent/guardian support and school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths as measured by an analysis of data relating to the provision of basic services, implementation of Common Core State Standards, continued parent/guardian involvement, increased student academic achievement, increased student engagement, and access to a broad course of study through items that support the academic achievement of all students.

Goal 3: Kern County Network for Children intends to maintain the coordination of foster youth services throughout Kern County.

To maintain focus in these areas, Court and Community School Plans for Student Achievement (SPSAs) and the Alternative Education WASC Action Plan have goals that are aligned to the first two goals of the LCAP. Many of the school goals in the SPSAs align with the state priorities in the LCAP including Student Achievement, Pupil Engagement, School Climate, and Other Student Outcomes. Each document - the LCAP, Court School SPSA, Community School SPSA, and the WASC Action Plan - has action items that speak to supporting students in their social emotional and academic growth. As School-wide programs, Title I funds in Court and Community Schools are utilized for all

students to provide additional supports and resources to enhance student success in the ten state and local priorities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Alternative Education program uses 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, sources include Title I, Part A; Title I, Part D; Title II; and Title IV. Title I funds are used to support instruction to close the achievement gap and assist students in achieving the state's academic achievement standards. Title II funds are used to prepare, train, and develop teachers and administrators. The program has elected to transfer Title IV funds to Title I funds as a way to expand and develop services to help students improve academic performance as well as transition to college and/or career opportunities. The Alternative Education program also utilizes grant funds. Career Technical Education Incentive Grant (CTEIG) federal funds are used to supplement state funding to develop and implement various CTE pathways for students. Expanded Learning Opportunities (ELO) funds are used to support the program's learning recovery program. Comprehensive Support and Improvement (CSI) funds are used to supplement state funding to develop and implement various CTE pathways for students. CSI funds are also used to support MTSS systems with the goal of creating safe, nurturing, and effective learning environments. All funds are used to support students in their academic achievement as well as their social and emotional development.

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:

During the 2020-21 school year, Alternative Education's population consisted of 17.4% English learners, 18.2% students with disabilities, and 94.5% were classified as socioeconomically disadvantaged. The majority of the students were comprised from three ethnic groups: Hispanic (63.7%) white, (25.2%), and African American (17.3%).

All teachers in the Alternative Education program are appropriately assigned. California Education Code 44865 allows a teacher with a valid teaching credential to teach in any subject area in an Alternative Education setting. Teachers who may be teaching outside of their credentialed area are provided support through coaching, trainings, and conferences.

The Alternative Education program currently does not have any teachers who meet the definition of out-of-field.

The vast majority of teachers in the Alternative Education program have at least several years of experience. New teachers participate in the Teacher Induction program, which supports the growth and development of beginning teachers. Each new teacher is paired with a Service Provider for his or her first two years of teaching. This process supports teachers with effective teaching, learning, and assessment practices.

Due to not having any misassigned, out-of-field, or inexperienced teachers, there is currently not an equity gap in the Alternative Education program.

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:

Due to the transient/migratory nature of Alternative Education's student population, it can be challenging to obtain consistent and continuous parent involvement. However, the program attempts to engage parents in all aspects of their child's education in a variety of ways. All supports are available to the parents of all students.

The Alternative Education program values parents as part of their child's education. Parents have consistently given the program positive marks in this area on the annual LCAP survey. On the 2021 survey, 94.2% agreed the school values them as important partners in their student's education and 96.2% agreed the school actively seeks their input into decisions related to their student's education. School site practices include regular contact with parents regarding their student's attendance, academic achievement, and behavior. This contact allows parents to stay informed regarding their child and provides the parent an opportunity to express any concerns they may have.

School sites host Back to School Night events each year. These events provide parents with an opportunity to learn about curriculum, state assessments, special programs, and school activities.

Parent and Family Engagement Policies have been developed to ensure the involvement of parents in the educational process of students. School-Parent Compacts were also created for parents and students who participate in programs funded by Title I. These documents are reviewed and updated annually in order to reflect parent and other stakeholder input and to align with state and federal guidelines. Both documents are included in the Student/Parent Handbook, which is distributed upon enrollment.

Parents are provided with an overview and explanation of curriculum, assessments, and proficiency levels during orientation, Back to School Night, pre-release meetings, SSC meetings, ELAC/DELAC meetings, parent conferences, reclassification meetings, IEP meetings, and through the Alternative Education website. During these events and meetings, the program shares information and guidance with parents to better help them understand their child's progress and academic standing. Parents may schedule a meeting with their child's teacher or administrator for additional information. The program provides parents with written notification regarding state mandated testing and the results of testing. Notifications include contact information for parents who need additional assistance in analyzing their child's test scores.

In collaboration with School Community Partnerships, Parent Project classes are typically offered two times per year. Parent Project is a parent-training program designed specifically for parents of strong-willed or out-of-control children. The curriculum teaches concrete identification, prevention, and intervention strategies for the most destructive of adolescent behaviors. Parent Project also provides parents with guidance on how to become more involved in their child's education.

Since the onset of LCFF and LCAP, the program has conducted Town Hall meetings each year to explain the LCAP process, share data and progress made, and ask for input to inform goals and action items. Parents are invited to share feedback via the LCAP survey. All stakeholder feedback is reviewed for comments, suggestions, and concerns and is taken into consideration when planning for the following school year.

Migratory and transient students often enroll in the Alternative Education program deficient in credits. In order to assist students in this area, the program allows for grades in progress to be completed and awards partial academic credit. In addition, Court and Community Schools are open year-round, which allows for continuous enrollment and increased academic opportunities for all students. The program does not typically receive advance notice regarding students who will be away from school

for an extended period of time. If students return to the Alternative Education program after an extended absence, they are provided the academic supports needed in order to continue with their education and parents are given guidance on how to support their child.

All written information that is sent home to parents is provided in both English and Spanish. Non-English speaking parents and parents with disabilities are provided supports, as needed.

The Kern County Superintendent of Schools office became eligible for Differentiated Assistance based on the results of the 2019 Dashboard Alternative School Status (DASS). In addition, Court and Community Schools were identified as being eligible for Comprehensive Support and Improvement (CSI). With approval from the Court School Site Council and the Community School Site Council, which both include parent representation, the county office created a plan regarding how CSI funds are to be spent. The School Site Councils are responsible for monitoring implementation throughout the school year.

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:

Title I staff is in place to help close the achievement gap for students striving to meet the state's academic standards. Means of assessing effectiveness include, but are not limited to, STAR Renaissance pre/post testing, student transition data, parent and staff surveys, and other various local and curriculum-embedded assessments. These staff members include intervention teachers and assessment paraprofessionals.

Court and Community School students typically have reading and math ability levels below their actual grade levels. Intervention strategies are implemented on a program-wide basis to promote student achievement. Students who are identified with low scores in reading and/or math are placed in intervention curriculum to support their academic achievement.

Teachers use a variety of research-based instructional strategies and methods that strengthen the core academic program and increase the amount of learning time. Alternative Education teachers have received training in several research-based instructional strategies including Step Up to Writing, Thinking Maps, and Close Reading. Teachers also use a variety of ELD/SDAIE strategies for language development for English learners. In addition, teachers provide individualized instruction, cooperative learning opportunities, and utilize educational technology to meet the needs of students.

Professional learning is conducted for Alternative Education staff throughout every school year and includes trainings/conferences conducted by outside agencies, workshops/trainings conducted by the county office's Instructional Services department, and teacher specialist led trainings. Much of the

professional learning offered during the 2020-21 school year focused on supporting instructional staff with technology and curriculum in a distance-learning environment.

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:

Homeless students are identified during the enrollment process with information being documented on enrollment paperwork and in the program's student management system. School site administrators, transition counselors, and front office staff are trained in the McKinney-Vento Homeless Assistance Act. The program's Homeless Liaison works with the county office Homeless Liaison to provide updated information to school sites. Schools have access to funds to purchase clothing and other personal items that students may need. In addition, the program purchases bus passes for homeless students in need of transportation. Students and families are referred for medical services based on need.

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:

Student transitions between Alternative Education and traditional school districts occur on a daily basis. Regular communication between the Alternative Education program and referring districts occurs through monthly superintendent meetings and informal communication. The Countywide Plan for Expelled Youth is created in collaboration with districts and is approved by district governing boards and the county office Board of Education. Transition counselors also help facilitate the process of student transitions. While enrolled in the Alternative Education program, students have access to various CTE pathways, some of which are articulated with a local

community college, to prepare them for the workforce post-graduation. A representative from Bakersfield College meets with seniors to administer assessments, help students through the enrollment process, and assist with selecting classes. Career Associates assist students with preparing for and securing employment while enrolled in school and post-graduation.

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:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Kern County Juvenile Court School is operated by the Kern County Superintendent of Schools Office. All Court School programs provide instruction on a year-round basis. During the 2020-21 school year, Court School served 879 students with 198 students enrolled on CBEDS day. The average length of stay was 51 days.

Strong partnerships and inter-agency collaboration exists between the Court School programs and the Kern County Probation Department, Behavioral Health and Recovery Services, and other community-based agencies. This triage of services is critical for student success. The Alternative Education program provides educational services within the institutional setting, which comes with unique challenges including, but not limited to, student safety determining grouping/placement of students in the school program and severely restricted access to parents.

The Court School program provides various Career and Technical Education (CTE) opportunities for students including several CTE pathways. Transition counselors assist students with the process of enrolling in college and securing financial aid. With support from the probation department, Court School students are able to participate in field trips related to leadership activities, such as Leaders in Life.

Court School is comprised of four residential programs and one-nonresidential program. The Court School sites include:

Bridges Career Development Academy is a non-residential, high-risk youth education program where students 16-18 years of age receive vocational education and enrichment while working toward a high school diploma. Bridges is a school-based collaborative partnership between Court School, the Kern County Probation Department, and Kern County mental health providers. Also located on the Bridges campus is the Kern Youth @ Work program which provides students with real-world job skill training and certifications.

Central School provides educational services to elementary through high school students who are wards or dependents of the court. Wards may be held at the James G. Bowles Juvenile Hall in short-term commitments or pending enrollment in another court-ordered program. Wards may also be ordered to attend one of the treatment programs housed at the site. These treatment programs are Pathways Academy, a 12 to 24 week rehabilitation program for delinquent females, and Furlough Treatment and Recovery Program, a short term intervention program for male wards arrested for furlough violations. While in custody, students are provided grade level appropriate standards and instruction as well as access to college and career readiness programs.

Erwin Owen High School provides educational and vocational services for male juvenile offenders for an average period of four to six months. ROP Auto Shop, forestry work, and animal husbandry provide vocational training and career pathway development.

Miriam Jamison Children's Center is a 24-hour emergency shelter for neglected, abused, and/or abandoned children. The school program offers short-term educational services to students in transition to foster care or other home placements.

Redwood High School is located at the Larry J. Rhodes Crossroads Facility and serves Kern County's most delinquent youth. The treatment facility offers a two-tiered program with either 24 or 36 week commitments. While in custody, students are provided grade level appropriate standards and instruction as well as access to college and career readiness programs.

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:

A Memorandum of Understanding (MOU) relating to student transition exists between the Alternative Education program and the Kern County Probation Department. This MOU 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 Court School. Both parties have access to records, as needed, to ensure student success.

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:

Upon entry into Court School, an enrollment form is completed by school clerical staff, probation staff, and the transition counselor. During this time, school staff and probation staff identify prior educational history and schools attended so that all transcripts and/or pertinent student records can be obtained. An Individual Learning Plan (ILP) is developed, which outlines each student's educational needs. The ILP, used to guide student placement and instruction, includes current grade level, reading and math scores, and credits earned. Special Education and English learner status are also identified at this time.

Pre-assessments are conducted upon enrollment to determine students' current reading and math levels. The primary assessment tool used by Court School is STAR Renaissance and students are tested every 90 days to monitor growth. Additional informal assessments include, but are not limited to, curriculum-embedded assessments, teacher-generated assessments, oral and written assessments, group assessments, student projects, and informal teacher observations. Teachers use the results of these assessments to guide instruction.

All courses are open entry/open exit with variable credit for high school students. The Course of Study is layered to address content standards at various ability levels, including college preparatory work in most subjects as well as courses that are a-g approved, in addition to intervention programs in English and mathematics. Court School students have a variety of Career and Technical Education (CTE) opportunities available to them.

Teachers utilize research-based educational practices including differentiated instruction, cooperative learning, technology literacy, small and whole group instruction, project-based learning, and direct instruction. Currently, research-based instructional strategies implemented in Court School include Thinking Maps, Close Reading, and Step Up to Writing. Teachers utilize these strategies regularly in their instruction. Some of these instructional strategies are also infused throughout certain courses.

Eligible students who are enrolled in Court School during the testing window participate in California Assessment of Student Performance and Progress (CAASPP) testing. The English Language Proficiency Assessments for California (ELPAC) is administered according to state requirements to identify English learners based on proficiency levels in order to guide program placement and instruction. EL students continuously receive ELD services for the duration of their stay in Court School. To ensure effectiveness, program monitoring is conducted on a regular basis. Individualized Education Program (IEP) goals and objectives for students who receive special education services are used to identify academic needs and modify curriculum to support student achievement in the general curriculum. IEP team members collaborate to analyze student achievement and modify instruction to make grade-level curriculum accessible to students who receive special education services.

Court School students can participate in School Site Council through the election process. Students also have the opportunity to attend field trips to college campuses and participate in leadership activities.

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:

Pre-release meetings are held for each student approximately two weeks prior to the student's scheduled release date from the institution. Those in attendance at this meeting include the institution's duty supervisor, an aftercare probation officer, mental health staff, transition counselor, the student, and a Special Education representative if the student receives Special Education services. Parents/guardians are invited to attend this meeting, as well. One of the focuses of the pre-release meeting is to review how many credits the student earned while in custody in addition to the estimated total number of credits earned. The next school of attendance is discussed and guidance is provided on how the student can enroll. If the student is staying in the Alternative Education program, either at the non-institution Court School or a Community School, then appropriate paperwork is forward to the transition counselor at that school site.

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:

While incarcerated, educational staff determines the academic needs of students, including those who receive Special Education services, students who are eligible for English and/or math intervention, and appropriate services for English learners. Probation staff and mental health staff at the institutions determine all other areas of need, including mental health counseling and substance abuse counseling. Mental health counselors determine if students qualify for individual counseling, group counseling, or both. Upon release, students who attend the program's non-institution Court School or any Community School will continue their non-academic supports as directed by probation and/or mental health. Students with IEPs, those who receive English and/or math intervention, and English learners will maintain their services upon enrollment outside of the institution.

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:

Probation staff and mental health staff determine what services students will continue to have access to upon their release from Court School. Students who continue to be enrolled in the Alternative Education program have access to free daycare for their children during the duration of their school day. In addition, students can attend pregnant and parenting teen classes, which are offered on a monthly basis. Please see the “Postsecondary and Workforce Partnerships” section for additional information on child development courses. Transition counselors and the Superintendent of Schools’ School Community Partnership program provide students with opportunities to participate in outreach programs and offer referrals to a variety of community resources.

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:

A representative from Bakersfield College meets with seniors each semester to administer assessments, help students through the enrollment process, and assist with selecting classes. Students also take field trips to local college campuses to tour the facilities, meet with counselors, and determine next steps.

The Alternative Education program supports students in the area of Career and Technical Education. The Kern Youth @ Work mission is to assist youth in completing their high school education and beginning a career pathway. This is accomplished by offering exposure to multiple career pathways, showing growth in literacy and numeracy, providing programs that result in a high school diploma or GED, addressing social and emotional needs that are barriers to career goals, and providing training and support leading to college and career readiness. The various career pathway programs that are offered in Alternative Education include the following:

Construction Pathway: This pathway consists of a blend of instruction and application. The Kern Youth @ Work classroom modules includes curriculum from the National Center for Construction Education and Research (NCCER). Through instruction-based learning partners, students receive certifications in areas such as basic rigging, forklift operation, and defensive driving. Through work-based learning partners, which includes Habitat for Humanity and Grid Solar Technologies, students learn various trade skills that include plumbing, roofing, electrical, painting, drywall, solar installation, and concrete.

Medical Pathway: The Medical Pathway provides students with the foundational skills needed to seek employment in the medical field. Two of the Medical Pathways courses are articulated with Bakersfield College for three college level credits each upon successful completion.

Ag Mechanics/Automotive Pathway: Students who are enrolled at Erwin Owen High School may participate in this pathway. Students learn basic skills related to automotive, Ag mechanics, and welding. Students enrolled in this pathway may also earn ASE (Automotive Service Excellence) certifications in Electrical/Electronic Systems and Light Engine Repair.

Visual Arts Pathway: The Visual Arts Pathway provides a broad introduction to the visual arts, describes the role of art in world culture, introduces art processes and visual vocabulary, and allows students to complete projects incorporating a variety of mediums and techniques.

Early Education Pathway: The Early Education Pathway offers two extended day courses that introduce students to the principles of child development from Birth to Grade 3 and curriculum development for early education. The courses are articulated with two child development courses at Bakersfield College with the potential for students to earn six college credits in addition to high school elective credits upon completing with a grade of "B" or better. Successful students may also be offered the opportunity to participate in paid work-based learning hours at the Blanton Childcare Center and have a chance to earn a Medic CPR/First Aid certificate.

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:

During the 2020-21 school year, the average length of enrollment in Court School was 51 days. The high turnover rate of students coupled with institution restrictions makes it difficult to involve parents in the educational achievement of their children. However, the Court School program attempts to involve parents in their child's education in a variety of ways.

Court School campuses host Back to School Night events each year. Parents are invited to meet with their child's teacher(s) to discuss classroom procedures, expectations, and grade level curriculum. During in-person events, parents are encouraged to visit vendor booths that provide information regarding available resources. In addition to outside agencies providing resources, staff from Alternative Education and the Kern County Superintendent of Schools office are available to discuss curriculum and instruction, technology, participation in the English Learner Advisory Committee (ELAC), and School Site Council (SSC), Kern Youth @ Work, and Project 180 with parents. Project 180 is a gang prevention partnership that seeks to identify, assess, and refer students who are at risk of joining gangs and provide them with support services, mentoring, after school programs, and job skills training.

A Parental and Family Engagement Policy has been developed to ensure the involvement of parents in the educational process of students. A School-Parent Compact was also created for parents and students who are participating in activities, services, and programs funded by Title I. These documents are reviewed and updated annually with input and approval from the Court School Site Council.

The Alternative Education program utilizes School Messenger as a quick way to connect with parents. School Messenger allows individual schools to send messages to parents via phone call, text, and/or email. Through the program's student database management system, parents have access to Parent Portal. Parent Portal allows parents to view information related to their student, such as attendance and grades.

In collaboration with School Community Partnerships, Parent Project classes are typically offered two times per year. Parent Project is a parent-training program designed specifically for parents of

strong-willed or out-of-control children. The curriculum teaches concrete identification, prevention, and intervention strategies for the most destructive of adolescent behaviors.

Since the onset of the Local Control Funding Formula (LCFF)/Local Control Accountability Plan (LCAP), Alternative Education has conducted Town Hall meetings each February to explain the LCAP process, share data and progress made, and ask for input to inform goals and action items. Parents are invited to share feedback via the LCAP survey. Stakeholder feedback is reviewed for comments, suggestions, and concerns. All feedback is taken into consideration when planning for the following school year.

All written information that is sent home to parents is provided in both English and Spanish.

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:

Several teachers are funded through Title I, Part D, including the ag mechanics/automotive teacher, career exploration teachers, and WIN (What I Need) teachers. The Alternative Education program receives Career Technical Education Incentive Grant (CTEIG) funds. These funds are used to support student involvement in CTE opportunities when they transition out of a residential Court School and enroll in the program's non-institution Court School or a Community School. Comprehensive Support and Improvement (CSI) funds are used to supplement state funding to develop and implement various CTE pathways and support MTSS systems program wide. All funds are used to support students in their academic achievement as well as their social and emotional development.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As part of the county office, Alternative Education provides educational services to students in institutions. The Memorandum of Understanding between the county office and the probation department related to student transition details the responsibilities of each party to ensure student success. The Alternative Education program and the Kern County Probation Department jointly established a behavior management system to promote a positive school culture and climate and to assist students as they transition to a non-institution academic environment. In addition, probation staff supports students' academic and social emotional needs by taking students on field trips and allowing them to participate in leadership and team building activities.

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:

Court School sites receive a student's current Individualized Education Program (IEP) within five days of the student being placed at the facility. A binder of active IEPs is kept in the school office and all teaching staff are required to review the binder so they are aware of the individual needs of any student with an IEP. Each Court School site has a weekly meeting where general education staff, special education staff, mental health staff, and probation review the needs and accommodations of the students who receive Special Education services. This process ensures that all personnel who interact with students who receive services are aware of what supports the students need in order to be successful in the Court School environment.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Upon release from one of the Court School institutions, many students transition to the program's non-residential Court School or Community School. Placement determinations are made at pre-release meetings with input from school staff, probation staff, mental health staff, the student, and the parent/guardian. Decisions are made on an individual basis and take into consideration each student's academic and social emotional needs.

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:

New teachers participate in the Teacher Induction Program, which supports the growth and development of new teachers. This process supports teachers with effective teaching, learning, and assessment practices.

New administrators participate in the Clear Administrative Services Credential (CASC) program. This two-year program helps administrators develop the administrative and management skills necessary to support instructional staff and students. In addition, administrators may volunteer to attend the Association of California School Administrators (ACSA) Principal Academy.

Professional learning opportunities are available throughout the year for administrators, teachers, and paraprofessionals. The Alternative Education program provides in-house training related to a variety of topics, including educational technology and strategies for English learners. The program regularly supports staff attending third-party conferences, trainings, and workshops related to Common Core State Standards, assessments, classroom management, etc. Recent professional development has centered around English Language Proficiency Assessments for California (ELPAC), Canvas, *Edmentum*, and Multi-tiered Systems of Support (MTSS) practices.

Various action items in the Local Control and Accountability Plan (LCAP) speak to professional learning:

- Provide professional learning to help staff develop classroom practices and school cultures that foster self-confidence, self-esteem, and academic success among all students.
- The MTSS Coordinator will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional learning.
- The Special Education Program Specialist will support Special Education and general education instructional staff through professional learning and providing academic resources to enable them to better serve students.
- The Teacher – Technology Specialist will provide small group and one-on-one support to instructional staff to increase their expertise in using technology as an instructional tool.
- The Teacher – EL Specialist will provide direct support to instructional staff, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based practices to help students develop mastery of the English language, and collaborate with instructional staff and administrators to coordinate the assessment and monitoring of student progress.
- Provide professional learning specific to the CCSS strategies, ELD and SDAIE strategies, and ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD Standards.
- Provide professional learning and support to teachers on language proficiency levels and language objectives to provide EL students with full access to the academic content and performance standards to help ensure improved English proficiency.

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:

The Kern County Superintendent of Schools' Alternative Education program is comprised of two schools – Court School and Community School. Both Court and Community Schools are eligible for Comprehensive Support and Improvement (CSI) funds. Both programs are considered high needs schools with 100% of Court School students and 92.1% of Community School students qualifying as socioeconomically disadvantaged.

Title II, Part A funds are utilized in both Court and Community Schools to improve the quality and effectiveness of all staff, including teachers, paraprofessionals, and school leaders, in order to increase the academic achievement of all students. Title II funding pays for trainings, workshops, and conferences related topics such as Common Core State Standards and instructional strategies. In addition, Alternative Education staff complete a yearly survey to indicate the areas in which they would like to receive professional learning. Based on the results of these surveys, professional learning in the areas of adopted curriculum, social emotional development, trauma informed care, and best practices may be offered. Since both Court and Community Schools serve high need students, funding is allocated on an as-needed basis. Some factors that contribute to these decisions include the hiring and training of new staff, instructional staff in need of additional support, and program-wide initiatives.

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:

Title II funds are typically utilized to provide teachers and administrators with training in a variety of topics including Common Core State Standards, MTSS, school safety, and research-based instructional practices. Post-training, conversations take place to determine how to implement practices in the unique Alternative Education environment. Administrators and teacher specialists follow up with teachers to ensure implementation, answer questions, and secure further training, if needed. Through informal observations, administrators are able to determine the depth of implementation and monitor effectiveness. Teacher specialists, staff from the county office's Instructional Services department, or outside experts may facilitate these trainings and workshops.

The Alternative Education program utilizes data and ongoing consultation to determine what further supports are needed to ensure student achievement. Various data points, including student data, such as achievement growth, and school data, such as climate and culture, are taken into consideration when determining next steps in the continuous improvement cycle.

As part of the Differentiated Assistance process, the county office is participating in a Continuous Improvement Process (CIP) with three neighboring county offices of education. The action plan and

initiatives that are established based on this process are a driving force within the office's continuous improvement cycle.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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 Alternative Education program applied for Title IV, Part A funding through the Consolidated Application. The application for Title IV funding was initially completed in consultation with the Court School Site Council, the Community School Site Council, and partner agencies. In support of one of the program’s goals, which was created through stakeholder input, this funding is used to support students’ social emotional well-being by employing a school social worker. The Alternative Education program partners with Kern County Superintendent of Schools’ School Community Partnerships division to support this need. School Community Partnerships has demonstrated a record of success in this area as they provide support for many districts in Kern County. The Alternative Education program regularly collaborates with School Community Partnerships. The objective for using Title IV funds in the manner of supporting students’ social emotional development is to support safe and healthy students and improve school culture. The program will periodically evaluate effectiveness in this area by reviewing data related to attendance, suspensions, school climate, and services offered to qualifying students.