

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.

Response from Santa Cruz County Office of Education:

The Santa Cruz County Office of Education receives Title I Part A, Title I Part D, Title II Part A, and we transferred Title IV Part A into Title I Part A. Our strategy for using federal funds is to supplement and enhance our local priorities.

The LCAP Goals for the Santa Cruz County Office of Education are as follows:

1. Improve student achievement
2. Maintain a safe and caring environment in order to maximize engagement
3. Increase parent engagement
4. Coordinate services countywide for expelled students
5. Coordinate services countywide for Foster Youth students

Our LCAP actions have focused primarily on staff development, and have to a great extent been LEA-wide. The opening of the Sequoia Schools has given us the opportunity to focus efforts on programs that serve the highest concentrations of unduplicated students. While a large focus of our efforts to improve services for unduplicated students will occur at Sequoia Schools, we will continue to promote student achievement and engagement system-wide.

The bulk of our efforts to address the state priorities consist of:

- Instructional aides to support the academic needs of our socioeconomically disadvantaged (SED), delinquent, neglected, or considered at-risk, and all of our unduplicated students
- Professional Development for teachers
- Mental health care services for students
- EL services
- Tech Coordinator position
- Counseling services for Students

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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.

Response from Santa Cruz County Office of Education:

Title I Part A, Title I Part D, Title II Part A, and Title IV Part A funds are used to support the academic and social and emotional needs of our SED, delinquent, neglected, at-risk, and unduplicated students as well as professional development of staff. We are committed as an organization to support the whole student including their academic and social-emotional needs at all of our County Court and Community Schools. The federal funds support our LCAP goals and provide the students with the targeted support they need. Specifically, this includes support staff at our juvenile hall facility as well as counselors, academic aides, and part of a probation contract for our probation officer at our court schools.

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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).

Response from Santa Cruz County Office of Education:

The Santa Cruz Community School was identified for Comprehensive Support and Improvement (CSI). Our programs are focusing on graduation rate and improving College and Career Readiness. To tackle our low graduation rate we completed a root cause analysis and discovered our students were not being classified in the correct grade level based on the new Dashboard Alternative School Status (DASS) California's new accountability system for alternative schools. The grade level changes and accountability changes were communicated to all families through mail as well as at school sites with face-to-face meetings. Feedback regarding our CSI plan for graduation rate and College and Career Readiness was solicited from parents and students. Empathy interviews with students, conversations with families, and survey data collected electronically helped develop our CSI plan.

Parent and family engagement is both a strength and a continuous area of growth for our organization. We assess the ways in which we communicate with families and engage them in decision making.

The following is an overview of parent engagement across Santa Cruz COE alternative education:

1. When students enter our programs they have an intake meeting with an alternative education administrator or coordinator. At these intake meetings, the student and their family or support team discuss the student's academic and personal background, goals, strengths, and areas of growth. An appropriate program placement is discussed at this meeting and followed-up with a site visit and meeting with the program staff so that the student and family can learn more about the program and finalize the decision.

2. Throughout the school year, the majority of our programs hold conferences with the student, teacher, and family or guardian at regular intervals throughout the year. These successful meetings discuss student academic and growth, goals, struggles, and future academic, career, college, and personal goals.

3. Teachers and school staff send out regular communications and updates about student progress through phone calls, apps such as remind, and letters that are mailed home.

4. To inform and be partners in our continuous improvement efforts, parents are encouraged to participate in the community forums that we hold in North and South County and are translated in Spanish.

5. We regularly hold ELAC and DELAC meetings where the LCAP Goals, actions, and progress are discussed and modifications are developed.

6. Continuous improvement surveys are sent out to parents and guardians annually.

7. Probation meetings are arranged to support students and engage parents in their student's probation and school requirements.

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

Response from Santa Cruz County Office of Education:

The Santa Cruz County parent and family engagement policy has been developed and has evolved over the years with input from families, students, and staff. We have many different school sites and the input from families is always appreciated regarding the preferred method of communication and opportunities for engagement. Our parent and family engagement policy is reviewed and discussed with families during the registration process at the intake meeting. Our LEA provides opportunities for the informed participation of parents and families with disabilities by providing appropriate accommodations. Our programs ensure family engagement opportunities occur with migratory students 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. With regard to communication around state academic standards, assessments, and monitoring a child's progress and work with educators to improve student achievement, we have worked hard to make information easily accessible and have created time for families to dialogue with educators. Specifically, families are mailed information regarding assessments and standards, as well as their child's performance on assessments and their quarterly report cards. Students, parents, and educators meet regularly to monitor the progress of the students and to discuss academic and social-emotional supports. Individual student achievement goals and plans are crafted and followed up with as student progresses. Technology use in the classrooms as well as copyright piracy is discussed with families when appropriate and parents are informed of ways to support their child's academic performance. This may be very different at different sites, depending on the unique needs of the student. Our LEA is in a perpetual state of improvement when it comes to parental engagement. Currently, administration discusses with site personnel the value of having parental engagement and the

requirements of parental engagement to inform plans. We are working towards going above and beyond the requirements so that our parents have more of an active role in our schools if desired. Our improvement initiatives include adding family engagement to professional development agenda and providing space to hold discussions on best practices that authentically engage families. Staff are trained on local resources available to families some sites hold resource fairs. Communication with families is done in the preferred language of the family.

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2. Throughout the school year, the majority of our programs hold conferences with the student, teacher, and family or guardian at regular intervals throughout the year. These successful meetings discuss student academic and growth, goals, struggles, and future academic, career, college, and personal goals.
3. Teachers and school staff send out regular communications and updates about student progress through phone calls, apps such as remind, and letters that are mailed home.
4. To inform and be partners in our continuous improvement efforts, parents are encouraged to participate in the community forums that we hold in North and South County and are translated in Spanish.
5. We regularly hold ELAC and DELAC meetings where the LCAP Goals, actions, and progress are discussed and modifications are developed.
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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Santa Cruz County Office of Education:

The Santa Cruz COE operates two Title I funded targeted assistance schools, Santa Cruz County Court and Santa Cruz County Community. Our court program includes a school at juvenile hall called Hartman, named after a former longtime juvenile hall teacher named Robert Hartman. The Santa Cruz COE uses federal monies to support a full time, paraprofessional to support these students. A probation officer and coordinator are also partially funded with federal monies to support our court and community school students.

Students are provided with extensive supports such as counseling, food, clothing, tutoring, behavioral interventions, school supplies, credit recovery options, free or reduced cost bus passes, and employment preparation.

Students are identified through various ways that may include:

- Intake meetings
- Academic assessments
- Student data
- Incarcerated students
- Students on probation

We continuously strive to improve our system of identification and support of students. This year we are working on capturing more data during student conferences throughout the year to ensure students are receiving all appropriate services.

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Address the ESSA provision:

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.

Response from Santa Cruz County Office of Education:

The Santa Cruz County Office of Education operates the County Court and Community schools. Students have a multitude of support options available to them including tutoring services, instructional aides to support their learning in class, credit recovery curriculum options, one-to-one tutoring opportunities, academic counseling, and social-emotional counseling. Teachers and school leaders work with parents and students to monitor the academic progress of students including performance on assessments, credit accumulation, grades, and progress towards goals.

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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.).

Response from Santa Cruz County Office of Education:

The Santa Cruz County Office of Education (Santa Cruz COE) has been serving the needs of homeless children and youth in our community since 1989. Funded through a small grant from the McKinney-Vento Homeless Assistance Act, the Santa Cruz COE Students in Transition program began in 1995 and provides a myriad of services to homeless children, youth, and families; local school districts; and homeless service providers. The funds received for homeless education go directly to providing transportation and school materials for all homeless students. Our service strategies have been identified as best practices in the USDE Planning and Evaluation Service publication – The Education for Homeless Children and Youth Program: Learning to Succeed.

The overall goal of the Santa Cruz County Students in Transition Program is to facilitate the enrollment of homeless children and youth into comprehensive or alternative public education programs, preschools and other academic enrichment programs; maintain their enrollment; and ensure academic and/or vocational success into a self-sufficient lifestyle. This is achieved by addressing the needs of the whole child and family through collaborative efforts with schools, social service providers, institutions of higher learning, private nonprofits, local business and industry, and the community at large.

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Student Transitions

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

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

Response from Santa Cruz County Office of Education:

N/A

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

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

Response from Santa Cruz County Office of Education:

Within our alternative education programs we facilitate student transitions between our programs including the transition out of juvenile hall. Our programs partner with our local community college and support students through the transition into college as well as prepare them for college through promoting and supporting students with our dual enrollment program. Our students have opportunities for career exploration through college and career counseling and CTE courses.

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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:

1. assist schools in identifying and serving gifted and talented students; and
2. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Santa Cruz County Office of Education:

N/A

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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.

Response from Santa Cruz County Office of Education:

The Santa Cruz County Office of Education has two County Alternative Schools that receive federal funds, Santa Cruz County Community and Santa Cruz County Court. The Santa Cruz COE completed the educator equity section of the federal addendum as required using the instructions given at the training provided by the CDE at the Santa Cruz COE on 3/27/2019, the steps outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/edequity/capaddendum.asp> step one and step two, and through locally gathered data regarding our teachers.

The following statements are true based on data collected locally as well as reviewing older data from dataquest and following the CDE guidelines from the website referenced above.

- Low-income students are not taught at higher rates than other students by ineffective/misassigned teachers.
- Low-income students are not taught at higher rates than other students by out-of-field teachers.
- Low-income students are not taught at higher rates than other students by inexperienced teachers.

The following statements are true based on data collected locally as well as reviewing older data from dataquest and following the CDE guidelines from the website referenced above.

- Minority students are not taught at higher rates than other students by ineffective/misassigned teachers.
- Minority students are not taught at higher rates than other students by out-of-field teachers.
- Minority students are not taught at higher rates than other students by inexperienced teachers.

There are no disparities between programs 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. All teachers are appropriately placed, credentialed, and qualified for their teaching position. With a skyrocketing cost-of-living in Santa Cruz County we have educators that leave the area. Additionally, we will have teachers retire and recognize the number of inexperienced teachers may rise. We are continuing to find new ways to induct and train new teachers through peer-mentoring, orientations, and professional development. All new to the profession teachers go through our local Santa Cruz County/Silicon Valley New Teacher Program induction process that provides additional mentoring, professional development, and additional training and support to our internal process.

The Santa Cruz COE has created the "Be a Teacher" program to provide a cost-efficient and local way to become a teacher. Additionally, the COE attempts to recruit staff through hiring fairs and the Santa Cruz COE accepts all prior years of service as a way to entice highly qualified educators. The Santa Cruz County Alternative Education Department (Court and Community Schools) evaluates and ensures proper placement of teachers each year and makes adjustments as needed to equitably support students.

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Description of Program

ESSA SECTION 1423(1)

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

Response from Santa Cruz County Office of Education:

The Santa Cruz COE Title I, Part D, program supports students mainly in our court schools. The court schools include our school inside the Santa Cruz County juvenile hall facility as well as a court school that specifically focuses on supporting students who have been released from juvenile hall. Students served are predominately 9-12th grade students but we serve middle school students as well. The vast majority of our court school students come to us deficient in credits. Typically, our students are affected by one or more significant life challenges. Frequently, these include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, academic failure, and various other trauma.

The majority of our Title I, Part D, funds support personnel costs for people who are integral to the development and support of our court school students. These people include a full-time support person at our juvenile hall, a restorative practices coordinator, and a probation officer. These people are vital to the success of our programs and their roles support students throughout their educational journey including the time spent in juvenile hall and our court school programs. Specifically, the full-time employee in our juvenile hall facility provides academic support for all students through working closely with the teacher in the class, assisting students individually with their work, assisting with physical education activities, and participating in developing learning goals with students. The probation officer supports the successful transition of students when they leave the juvenile hall facility and enter into an appropriate education placement. The probation officer follows up with the student and their family and works closely with the teacher and administrator at the program. The restorative justice coordinator supports students at our court and community schools through student transition and helps facilitate meetings and conversations with students, staff, and families.

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Formal Agreements

ESSA SECTION 1423(2)

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

1. LEA; and
2. 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.

Response from Santa Cruz County Office of Education:

The Santa Cruz County Office of Education has agreements with the Santa Cruz County Probation Department and we operate Hartman School at the juvenile hall facility and a court school at a probation office in Watsonville, CA. The Santa Cruz COE and the Santa Cruz County Probation Department work together and collaborate with local agencies relating to pupils being released from juvenile detention to ensure successful academic planning throughout their transition. The Santa Cruz COE is the designated LEA that provides educational services to youth at the Santa Cruz County juvenile hall facility. Through the long-standing agreement between the Santa Cruz COE and the Santa Cruz County Probation Department, there are regularly held meetings in both parts of the county discussing student progress, transitions, support, and general program improvement opportunities. The court schools are constantly being evaluated through both probation and the COE and new and innovative ways of improving are discovered, planned, and implemented. For example, the court schools, with support from the COE and probation offer a variety of programs from local nonprofit groups that support the health and well-being of students. These opportunities have included college visits, the arts, and social-emotional support groups. There is also an agreement that the Santa Cruz COE is the LEA that provides educational services at the Santa Cruz County court school that is operated in conjunction with the Santa Cruz County Probation Department. At the court school in Watsonville, Santa Cruz County Probation provides transportation to students as well as a part-time probation officer who supports family communication and engagement and transportation.

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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.

Response from Santa Cruz County Office of Education:

All of the Santa Cruz COE court and community schools that serve delinquent youth are WASC accredited and held to the same high standards as all of our programs. All staff, including the staff serving delinquent youth in our facilities, participate in standards aligned professional development that is rooted in social-emotional learning. Upon entering our programs, the teacher reviews and ensures all credits and grades are current and develops a learning plan along with the student that is tailored to their academic needs and their personal interests. Our programs work closely with our district partners and stay aware of the local academic programs being offered at traditional schools. Monthly curriculum and instruction meetings are held with C&I leaders from all local districts and the meeting include the alternative education C&I lead. Student feedback is sought regularly and our programs adapt to the needs our our diverse learners. Our programs work closely with our districts to educate all expelled students and create plans for students to transition back to their local school if desired. The school districts and the the Santa Cruz COE work well together to support the youth in need of alternative education services from the Santa Cruz COE. All districts participate in and sign the countywide plan for expelled youth which can be viewed here:

<http://www.santacruzcoe.org/wp-content/uploads/2018/07/Plan-for-Expelled-Youth-2018-2021.pdf>

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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.

Response from Santa Cruz County Office of Education:

The successful transition of youth returning from correctional facilities is extremely important to our organization and the students we serve. Probation meetings which include the court school teacher, often a Santa Cruz COE administrator, and probation staff are held weekly at the juvenile hall and two times a month at our court school in south county. At these meetings the transition of each student is discussed and planned. Prior to the release of any students from juvenile hall there is communication between probation and the Santa Cruz COE administration and court school teacher to successfully plan meetings with the family, student, and teacher as well as develop an individualized learning plan that is tailored to the student's needs.

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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.

Response from Santa Cruz County Office of Education:

According to the California School Dashboard, 100% of our court school students are socioeconomically disadvantaged, 7.8% are Foster Youth, 21.9% have an identified disability, 54.7% are English Learners. Many students detained at our juvenile hall facility have gang affiliations. We have a special education teacher at our juvenile hall and we contract with our local district in south county to provide a resource specialist to our court school in Watsonville. Additionally, the students are supported with counselors, instructional aides, and other support staff to assist with each individual student need. Teachers have a multitude of instructional materials to utilize to support the academic achievement of all learners. Students are provided with food, clothing when needed, as well as transportation.

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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.

Response from Santa Cruz County Office of Education:

At intakes, transition meetings, and parent and family conferences, staff discuss and refer students and families to appropriate services. The Santa Cruz COE partners with local agencies to coordinate the promotion of social and health services which include prenatal support and care. At our court schools, local non-profits that collaborate with the COE come into the program to offer a variety of classes and showcase the supports they offer. Supports include parenting classes, health classes, restorative practices, nutritional classes, youth empowerment classes. Staff are aware of local health resources and provide students with the necessary information and follow-up to ensure the student has received necessary care.

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Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Response from Santa Cruz County Office of Education:

The Santa Cruz COE partner with Cabrillo College and the Santa Cruz COE Career Technical Education Partnership (CTEP) to provide college and career opportunities for students. Students have the opportunity to participate in dual enrollment as well as take CTE courses. Our dedicated counselors and teachers guide students through credit recovery options as well as college and career opportunities. Students are taken on field trips to the local community college as well as universities. Teachers and support staff help students complete the FAFSA, college applications, and connect students with college counseling departments on the local community college campus for further guidance. Students in court school programs are able to apply for internships and work with our college and career counselors to find jobs locally. Students are taken on tours of local career technical schools and students create and modify their goals and plans for their post-secondary life.

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Parent and Family Involvement

ESSA SECTION 1423(8)

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

Response from Santa Cruz County Office of Education:

Teachers and administrators communicate effectively with parents through a variety of ways. Teachers regularly contact families regarding student performance, to convey positive experiences, to discuss setbacks, and to discuss goals and opportunities. Teachers hold conferences with students and families throughout the school year. Probation meetings are held in both North and South County regions and at the juvenile hall to discuss student progress and support. Families attend community meetings at our court school and many student and parent conference meetings. Many of our families speak Spanish and communication is always available in Spanish. Probation staff and educators follow-up with families on a continuous basis to discuss the progress the student is making as well as promote activities such as sports, the arts, and work to increase positive achievement and support.

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Program Coordination

ESSA SECTION 1423(9-10)

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

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

Response from Santa Cruz County Office of Education:

The Santa Cruz COE Alternative Education Department partners with the Student Services division to provide the workability program to our students. Our COE receives a grant from the Department of Rehabilitation which includes funding for our work experience coordinator as well as funding for student jobs. This has been a highly successful program and employment services have been provided to as many students as possible. We have a workability coordinator who works with all alternative education students and oversees the program. Additionally, the Santa Cruz COE partners with The Santa Cruz Career Technical Education Partnership (CTEP) to provide CTE courses to alternative education students. In both North and South County regions CTE courses are held at specific alternative education sites and students from all of our programs are welcome to attend. Additionally, alternative education students can request to attend CTE courses at district high school campuses if we do not offer the course they want.

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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.

Response from Santa Cruz County Office of Education:

Probation officers work closely with the teachers and administrators in both North and South County regions. Prior to a student being released from our juvenile hall there are meetings and communication regarding the appropriate placement of the student. The student and the family will have an intake meeting to discuss the placement as well as the needs and goals of the student. Immediately when the student begins school the teacher is ready to assist them and has the appropriate background information to fully support their needs.

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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.

Response from Santa Cruz County Office of Education:

When a student with a disability plans to enter one of our programs the district of residence is involved in the process and sends our office a copy of the student's IEP. An administrator reviews the IEP and then meets with the family and discusses the alternative education options that we have available as well as our special education supports. Often, the student and their family will tour different sites and meet staff to ensure moving schools is the best plan. A transitional IEP meeting is held with the student, their family, an administrator, and special education teams from the district and our alternative education department. When the final decision is made to have the student attend an alternative education school, their IEP services follow them and they immediately receive services. In our juvenile hall facility, we have a full-time special education teacher who conducts all IEP meetings and ensures students are receiving services.

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Alternative Placements

ESSA SECTION 1423(13)

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

Response from Santa Cruz County Office of Education:

The Santa Cruz COE welcomes students who are expelled from their district school or can no longer attend their traditional school for a variety of reasons. When a student is expelled or leaves their district they have an intake meeting with an administrator or counselor to coordinate services. The administrator conducts a formal intake where they review the student's transcript, discuss their goals, educational experience, desired educational experience, and review all options available. The student and family typically tour schools and meet staff before a decision is made. All districts in Santa Cruz County sign the Countywide plan for educating expelled youth and work well with the Santa Cruz COE in the best interest of the student. Students and families are provided with all educational options available to them during their intake meeting. Santa Cruz COE Alternative Education staff will assist families in gaining contact information for local school and provide in-depth information regarding all programs offered by the Santa Cruz COE. Fortunately, the Santa Cruz COE has a multitude of alternative education options and it is possible to find the right fit throughout our network of schools.

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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.

Response from Santa Cruz County Office of Education:

The Santa Cruz County Office of Education has a system for professional learning to promote growth and improvement for teachers, "principals" and other school leaders. In our LEA, we do not use the job title of principal, instead we have job classifications of Senior Director, Director, Assistant Director, Project Director, and Coordinator. "Principals" will be referred to as administrators in this response. Professional learning opportunities are rooted in student, educator, and administrator needs. Throughout the process of planning professional learning opportunities, implementing, and evaluating, alignment with our shared vision and LCAP goals is ensured. The Santa Cruz COE consults with administrators, teachers, support staff, students and families to solicit input regarding professional learning opportunities. Annual surveys, focus groups, staff meetings, and family conferences are held that discuss areas of improvement. The Santa Cruz COE provides learning opportunities that are based on identified needs which come from analyzing various forms of data, including achievement data and take into consideration the input provided from consultation. A plan is designed and implemented for administrators, teachers, support staff and other school leaders. The effectiveness of professional learning plans are measured multiple ways such as the California Healthy Kids Survey, local surveys, and student achievement data. Part of Title II Part A funds are

directed to professional learning opportunities which include travel to relevant conferences as well as Restorative Practices training from our internal expert.

All staff are provided professional learning opportunities throughout their career. Our department collaborates with The Santa Cruz County/Silicon Valley New Teacher Project (NTP) to provide induction for our new teachers seeking to clear their credential. The Santa Cruz COE offers a clear administrative services credential program for administrators who are seeking to clear their administrative credential. All instructional staff, support staff, and other school leaders participate in collaborative learning opportunities that focus on different areas such as, curriculum and instruction, positive discipline practices, social-emotional learning, peer mentoring, equity, supporting all students, English Language Learner best practices, restorative circles, assessment, and data analysis. Priorities for professional learning for administrators are developed through self-reflection, Superintendent guidance, and staff and student needs. Professional learning topics for administrators include leadership practices, equity, human resources, special education, changes at the state and local level regarding standards and assessments, as well as collaboration opportunities amongst administrators. Classified and certificated staff at all levels in the organization are able to participate in professional learning experiences that can be used for career advancement.

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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).

Response from Santa Cruz County Office of Education:

The Santa Cruz COE alternative education programs administration develop an expenditure plan that prioritizes funding with stakeholder input and an analysis of student needs. The Senior Director along with the administration team analyze data such as surveys and the California School Dashboard reports and consult with the Santa Cruz COE Educational Services department and developing options for use of Title II Part A funds to staff and stakeholders. With the new CSI program we plan on using Title II Part A funds to support and align with our CSI plan which includes enhancing professional learning opportunities for teachers, administrators, and other school leaders who work with our CSI identified program, the Santa Cruz County Community School program. Title II Part A funds along with other resources and funding streams are used strategically to support identified activities and a complete professional learning plan that emphasizes priority for our Santa Cruz County Community School program that was identified for CSI.

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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.

Response from Santa Cruz County Office of Education:

A comprehensive and effective professional learning plan that is continuously monitored and updated is essential to the success of the alternative education programs of the Santa Cruz County Office of Education. Our organization utilizes data from numerous sources to review and analyze the progress of activities supported under Title II Part A including the California School Dashboard, the California Healthy Kids Survey, and local assessment data, including the Star Renaissance assessment. We compare student group data to identify any disparities. Staff are trained on how to review student data and share with families additionally, our district data is reviewed throughout the year at all staff meetings along with progress toward specific goals such as academic and social-emotional goals. The Santa Cruz COE alternative education programs engage in meaningful and impactful consultation with parents, students, and staff through numerous ways. Staff, students, and parents are surveyed electronically and their consultation is sought and aligned with our CSI plan as well as our LCAP goals to improve student achievement and parental engagement. Focus groups are held for parent and student feedback and meetings are held for staff feedback. Specific questions are asked to solicit feedback regarding our LCAP and improvement plans. We also have time at parent meetings for dialogue where families can share their personal perspectives of our programs. The insights gained at meetings as well as focus groups and conferences and through surveys provides the human impact aspect that traditional data can hide. It is important as we continuously strive to improve our programs that we genuinely listen to our stakeholders and take their consultation to heart as we modify professional learning plans. We also work with our county categorical director to ensure all activities fall under the uses of Title II Part A funding.

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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:

1. 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;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. 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.

Response from Santa Cruz County Office of Education:

Consultation in the development of our application occurs through meetings with all stakeholders in conjunction with our continuous improvement plans. Throughout the year staff, students, and families are consulted through surveys and in-person meetings. Information and collaboration is solicited regarding how we provide a well-rounded education, support the health and safety of our students, and implement the effective use of technology.

The program objectives and intended outcomes are aligned with the intention of Title IV Part D funds. Specifically, providing and supporting a safe, healthy, drug free environment. The majority of our Title IV Part A funds that were transferred to Title I Part A are used to fund necessary personnel who are integral to produce successful outcomes. Progress and evaluation of outcomes is measured through our annual surveys, meetings, and the CA Healthy Kids survey. Our support staff, who are financed in part from these federal funds work tirelessly to support the the health and safety of our students. The staff build authentic relationships with students and immediately address and/or refer students for any issues with health and safety, including substance abuse.

Additionally, to provide a well-rounded education, support staff are utilized to support the individual academic needs of students. Online curriculum user licenses are also partially funded by federal funds and the support staff are trained and able to support students with use of technology. Our programs and the staff work in-conjunction with multiple agencies, such as our local community college, local nonprofits, and the Santa Cruz County Probation office to support academic, social-emotional, and safety needs of students.

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