

# Santa Clara County Office of Education LCAP Federal Addendum 2019-20

## Section One: Strategy, Alignment, and Activities

### Strategy

Santa Clara County Office of Education (SCCOE) coordinates state and local funding from the Local Control Funding Formula (LCFF) Base, Supplemental and Concentration allocations, block grant funding from the SELPA, Workability Grant Funding, and lottery funds with federal Title I, II, III and IV funds to support student programming for institutional schools, county community school for expelled and truant students, county operated special education programs, and a local dependent charter which supports student reentry for students, ages 16-24. Title I funds also support homeless students engaged in SCCOE schools, and schools utilize funding to support parent and community engagement. Court, community, and special education schools receive allocations from Title III and Title IV aligned with student population and needs to support a well-rounded educational program grounded in technology and positive conditions for learning. Comprehensive School Improvement (CSI) grant funds also support implementation of LCAP goals, and analysis of the CA Accountability Dashboard and stakeholder engagement input provides an overview of need to guide resource allocation and budget. The coordination of services as supplemented with state and federal funding enable the SCCOE Student Services Branch to address the following LCAP Goals:

**Goal One:** All students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

**Goal Two:** All students will leave prepared for a successful transition to college, and or career as a result of quality programs, services, and curriculum.

**Goal Three:** In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

**Goal Four:** Students in foster care will receive academic and social and emotional support through cross-system coordination and a collaboration of services with the child

welfare agency, juvenile probation department, school districts, and other stakeholders to improve academic outcomes.

**Goal Five:** Ensure that all expelled students successfully meet their rehab plan.

## **Alignment**

Santa Clara County Office of Education (SCCOE) aligns the use of federal funds with state and local funds to support teaching and learning, student engagement, parent engagement, and support for college and career readiness as defined in LCAP Goals and stakeholder engagement sessions. Through analysis of stakeholder meetings throughout the 2018-19 school year as well as results of the CA Accountability Dashboard release in December of 2018, SCCOE was able to identify and define the following priorities for the 2019-20 years:

1. Continue with professional development for the incorporation and use of technology for students and all staff for evidence-based practices.
2. Continue with staff development on Common Core and standards-based new textbooks /curriculum to ensure that each student and their unique learning needs are met.
3. Promote and increase awareness of engagement activities.
4. Increase parent attendance at parent engagement activities through a variety of sources and formats conducive to parent participation.
5. Continue with experiential learning trips.
6. Continue building out Career Technical Education pathways in Alternative Education and link into Special Education as appropriate.
7. Increase student attendance in the special education programs.
8. Expand the career, college, and community readiness programs available to students in special education programs.

**Title I Part A and D funds will be aligned with LCFF funds to support a quality educational program for students and will be used to support:**

1. Staffing aligned to literacy, college and career readiness, and behavioral supports of students. (3 FTE)
2. Purchase of supplemental materials and devices to support individualized learning and credit recovery.
3. Purchase of supplemental materials to support literacy.
4. Programming and training to support career and college pathways, college credit programming, and credit recovery.
5. Professional development aligned to implementation of Common Core, inclusion,

blended learning, EL strategies, and data analysis.

6. Supplemental programming to include community partnerships, enrichment classes, field trips, and student tutoring.
7. Programs to engage parents to include: Parent Advisory Meetings, a Parent Conference, and training for parents.
8. Programming to support a positive school climate with a focus on attendance, identification and intervention of chronically absent students, and reduction of suspensions.
9. Support for homeless youth.
10. Transportation to support field trips and student and parent vouchers as needed.
11. Supplemental staff to support a safe learning environment grounded in a well-rounded educational program.

**Title II funds will be aligned with LCFF funds to support teacher training and professional development.**

**Title III funds will be aligned with LCFF funds to support programming for English Learners to include individualized tutoring and programming for newcomers and supplemental curriculum.**

**Title IV funds will be aligned with LCFF funds to support a well-rounded education (75%) , positive conditions for learning (20%) , and technology based programming (5%) to support pathways to graduation.**

## **Section Two Title I Part A**

### **Parent and Family Engagement ESSA SECTIONS 1112(b)(3) and 1112(b)(7)**

Santa Clara County Office of Education (SCCOE) schools (special education, court and community schools, and charter school reentry program) as indicated on the CA Accountability Dashboard qualified to receive Comprehensive Support and Improvement funding and support in the areas of: graduation rate (all programs), suspension (community school), chronic absenteeism (middle school at community school), math and ELA achievement (special education), and college and career indicators (all schools). Parents and advisory committees were consulted to support

the 2019-20 LCAP Actions, Strategies, and Budget which encompass the CA Accountability Dashboard indicators. In addition, parent input was solicited during the 2018-19 LCAP Engagement Survey regarding LCAP goals, and School Site Council and English Learner Advisory Council members weighed in on LCAP goals (as also defined in the SPSA) during the SPSA revision process. All advisory groups were provided updated data to include information derived from the CA Accountability Dashboard release in December of 2018. These input and engagement sessions supported the goals defined in the 2019-20 SPSAs, the CSI Grant Application, and the 2019-20 LCAP. SCCOE strives to align SPSA and LCAP goals and engagement sessions to provide a consistent plan for addressing student needs.

### **Strategy the SCCOE will Use to Implement Effective Parent and Family Engagement under Section 1116.**

Santa Clara County Office of Education (SCCOE) Student Services and Support Division carries out responsibility for parent engagement through outreach, training, and engagement opportunities. Parents are provided Title I required Annual Notifications annually. Meeting materials and mailings are translated into three languages: English, Spanish, and Vietnamese. In addition, SCCOE holds Parent Advisory Committee meetings four times each year. These stakeholder engagement sessions support LCAP advisory processes and replicate LCAP District Advisory Meetings. District Parent Advisory Meeting topics include: (a) sharing of data and annual budgets, (b) input sessions related to social and emotional and academic needs of students, (c) information regarding CA Accountability Dashboard and local LCAP survey results, and (d) overview of strategic plans, Consolidated Application, and proposed budgets. In addition to the formal topics offered, parent education regarding engagement, input sessions regarding needs of students, and overviews of programs and plans are a part of each agenda. Meeting materials are translated into English, Vietnamese, and Spanish and interpreters are available to support Spanish and Vietnamese speaking parents. Meeting sites are varied to encompass the large district and different departments. Parents are also invited to participate in the District English Learner Advisory Committee meetings which are held in the fall and spring. Principals are encouraged to bring at least one parent of an English Learner to the meetings.

Schools as defined by CDS code hold monthly School Site Council meetings which include parents, students, and staff as defined in Education Code. Due to the diverse and transient nature of institutionalized and expelled students and the expanse of the district, English Learner Advisory Committee meetings are combined with the School Site Council as defined in Ed Code and held in conjunction with the School Site Council meeting. All

parents are invited to meetings via mailings, email, phone messenger, and principal contact; and communication is provided in three languages. Parents are apprised of (a) sharing of state and local assessment data, and budget updates, (b) input sessions related to social and emotional and academic needs of students to include English Learners and Students with Disabilities, (c) information regarding CA Accountability Dashboard and local survey results, and (d) input into strategic plans to include the Site Plan for Student Achievement, Comprehensive Support Plans, the Con App, and budgets to include EL student progress and proposed Title III budgets. In addition to the formal topics offered, parent education regarding improving parent engagement, input sessions regarding needs of students, and overviews of programs and plans are a part of each agenda. Meeting materials are translated into English, Vietnamese, and Spanish and interpreters are available to support parents. Meeting sites are varied to encompass the large district and different departments. The School Site Council annually reviews the district and school site Parent Involvement Policy and the School Site Council and ELAC by Laws and documents are modified as needed. DELAC minutes and agendas are posted on the district website.

All parents are invited to participate in the LCAP Stakeholder Engagement Survey which is administered annually each fall to all parents (Special Education, Alternative Education, and Adult Re Entry ages 16-18). During the 2018-19 survey administration, 510 surveys were returned and of this number, 14.31% were from parents. Both Parent Advisory and School Site Council meetings provide opportunity for staff to discuss with parents the alignment of LCAP goals with the SPSA. School Site Council members are coached as to the value of parent engagement during the Annual School Site Council training, and parent engagement is encouraged daily as a means to problem solve to support student needs.

Parent communication is a valued part of the education of students and the LEA strives to meet parents at different areas of the County. Materials are created to support parent communication and meetings are facilitated to ensure parent input and understanding. (IE Acronyms, language barriers, knowledge of policy)

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

Santa Clara County Office of Education (SCCOE) and the Student Services Division supports Title I school wide programs for special education, community school, court school, and the charter school re-entry program.

SCCOE County Operated Special Education provides Kinder-post secondary special education for students with specialized needs as defined by IEP. 41% of students are

identified as Title I eligible.

Sunol County Community School services expelled and truant students in grades 6-12 who have been referred by county districts. 69% of students are Title I eligible.

Osborne/James Ranch Court School (Blue Ridge) facilities service incarcerated youth, ages 12-18, who are placed by Probation. 100% of students are Title I eligible.

Opportunity Youth Academy provides re-entry services to youth ages 16-24. 81% of students are Title I eligible. All programs provide a well-rounded academic program grounded in Common Core and individualized to student needs. Students' social and emotional needs are addressed through supplemental mental health and community programs funded through Title I as allowable.

### **Homeless Children and Youth Services**

Santa Clara County Office of Education (SCCOE) provides support to homeless children and youth through use of Title I funding. Funds are used to support identification, transportation, academic, and social and emotional needs for homeless students. In addition, funds are set aside to support homeless youth in need of mental health support, school supplies, clothing, tutoring, and specialized programming intended to support families in transition. School counselors identify and support homeless students as needed and the SCCOE Student Services and Support Division partners with the Safe and Healthy Schools Department to support families and train staff.

### **Student Transitions ESSA SECTIONS 1112(b) (8) and 1112(b) (10) (A-B)**

Early childhood programming at Santa Clara County Office of Education is applicable to the county operated special education program only. Transition services for children moving from early education to elementary programming is coordinated through the IEP process. Needs are met as defined in IEP and supported with local funds. Student transitions from high school to institutions of higher education, employers, or local partners for students are coordinated through the college and career liaisons and school counselors. Middle school student transition is coordinated through the IEP process for special education students, or through the Transition Coordinator and team for expelled students at the community school. Multi-Disciplinary Team meetings are held when students are close to leaving incarceration. These meetings include school staff, Probation staff, community partners.

## **Additional Information Regarding Use of Funds under This Part**

Santa Clara County Office of Education (SCCOE) will utilize Title I funds to support school climate, student academic progress, credit recovery, supplemental instruction for English Learners, support for social and emotional needs of students, literacy and college and career support, and support for students and families to ensure quality school attendance, behavior, and parent engagement. Gifted youth in need of specialized services are supported through individualized learning. A Materials Clerk and Literacy Library Teacher will support student academic and literacy skills and library support. Technology is embedded in all programs and students are supported in digital literacy through teacher support for individualized online learning. This includes programming for English Learners. Digital and assistive devices for special education students are defined as core and supported through the SELPA Block Grant.

## **Section Three: LCAP Federal Addendum**

### **System Title I, Part A, Educator Equity**

Santa Clara County Office of Education (SCCOE) provides highly qualified teachers for all students and supports educator equity in placement of staff. The Alternative Education Department (AED), the Special Education Department (SPED), and Opportunity Youth Academy have 100% of current teachers of core academic subjects qualify as Highly Qualified Teachers. All teachers have CLAD credentials. All teachers of core academic subjects possess at least a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

## **Section Four: LCAP Federal Addendum System Title 1, Part D**

### **Description of Program ESSA SECTION 1423**

Santa Clara County Court Schools are supported by Title I Part D. Two programs, Osborne Juvenile Hall, and James Ranch, service incarcerated students in grades 12 or younger as needed. Students are placed in the institutions through court placement. Students receive a well-rounded academic program to include Common Core aligned core classes, support for English Learners, and support for special education students. Students attend a full school day 234 days each year. All teachers are highly

qualified. Students also participate daily in PE classes and receive individualized academic support as needed. In addition, an intentional focus on Career Technical Education has resulted in the establishment of career pathways. Students are placed at Osborne to await adjudication and in some instances for long term placement as determined by the juvenile justice system. Students are placed at James Ranch, a less restrictive environment, after adjudication and are placed there for 6-8 months. James Ranch has been the beginning focus for creating career pathways for students which result in a capstone course and certification. During 2018-19, students were placed in Building Trades, and as a plan for 2019-20, a culinary arts and performing arts pathway will be implemented. These pathways are offered to students after they finish a Career Exploration course. Students at Osborne Juvenile Hall will also participate in the beginning Career Exploration course beginning in 2019-20. Students also have opportunity to participate in dual enrollment college coursework. College and Career Liaisons support student placement and transition. Core teachers support instruction and a focus on literacy will enhance reading skills of students. Students are tested every 90 days in math and reading through the NWEA assessment and scores are shared with teachers and Probation staff. Title I funds support programming needs. In addition, Title III funds are used collaboratively to support supplemental instruction for English Learners to include newcomers. Collaboration between staff and Probation enables students to receive quality physical activity, and parent engagement is achieved through School Site Council meetings. Parents or guardians are also invited to all LCAP meetings and community programming supports student needs after school.

### **Formal Agreements ESSA SECTION 1423(2)**

Santa Clara County Office of Education (SCCOE) has a long standing formal agreement with the Santa Clara County Juvenile Probation Department and collaborates to ensure that all students within their jurisdiction are provided a high quality educational program that includes core academic program, remediation, credit recovery, Career Technical Education, transitional planning, and post-secondary educational and career planning.

### **Comparable Education Program ESSA SECTION 1423(3)**

The SCCOE provides educational services within Santa Clara County Probation Correctional facilities, Juvenile Hall (Osborne School) and James Ranch (Blue Ridge School) for students grades 6-12th grade. The school is open year round and provides 234 days of instruction. In addition, students can receive industry certifications, receive post-secondary educational planning, be dually enrollment via online college courses, and students who have graduated continue to receive access to online college courses.

## **Successful Transitions ESSA SECTION 1423(4)**

Santa Clara County Office of Education (SCCOE) collaborates with the 31 school districts within the Santa Clara County to ensure that there is a smooth transition between SCCOE schools and individual districts. The student population served in institutional schools are 6th-12th graders. On a monthly basis SCCOE, school district representatives, probation officers, Juvenile Justice, District Attorney, Public Defender, and Community-Based Organizations meet to strengthen collaboration and to enhance educational programming for at-risk and juvenile justice involved youth. In addition, SCCOE provides independent study, a community school for referred at-risk students, chronic absentee students, and juvenile justice involved students. Students who are released from institutional schools who meet grade requirements are also able to enroll in the Opportunity Youth Academy program for students ages 16-24.

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

Students served in Santa Clara County Office of Education (SCCOE) Court Schools are at risk of not graduating and often have challenges that impede their ability to be academically successful. These challenges include but are not limited to: learning disabilities, conduct disorder, substance use and abuse, poverty, social emotional issues. Many students have endured traumatic events in their lives. In efforts to support students, SCCOE provides traditional educational services, Special Education Services aligned to student identified disability, individualized instruction, remedial educational services, Career Technical Education, and Multi-Disciplinary Team transition planning for students. SCCOE also collaborates with Probation by integrating Multi-Tiered Systems of Support/PBIS which supports alignment of resources, efforts, and program in service of our students.

## **Social, Health, and Other Services ESSA SECTION 1423(6)**

Multi-Disciplinary Team transition planning is provided to students to ensure that they are linked to services upon exit from correctional facilities. These services include but are not limited to mental health services, substance abuse services, counseling, family counseling, nutrition and health care, dental care, and parenting classes for parents (Parent Project). In addition, students are linked to Community Based Organizations other providers within their communities, and are enrolled into their local school district or SCCOE community school. Through this transition process, teen parents are referred to local agencies to support pre-natal healthcare needs, parenting classes, child care facilities, and reentry programming at Opportunity Youth Academy for students ages 16-24. Through collaboration with Probation, students are made aware of community resources to support transition needs.

## **Postsecondary and Workforce Partnerships ESSA SECTION 1423(7)**

Santa Clara County Office of Education (SCCOE) provides access to core academic, credit recovery, high school diploma courses, counseling, online college courses through San Jose City College, post-secondary educational and career planning, work experience and job placement at time of transition, and industry certifications. College and Career Liaisons and collaboration with the SCCOE Coordinator of Career Technical Education has resulted in plans to expand career pathways and certification opportunities for students. Workforce partnerships support student transition, career planning, and work experience. Workability supports work related transitions for special education students.

## **Parent and Family Involvement ESSA SECTION 1423(8)**

Students and parents are actively involved in the School Site Council, English Language Advisory Committee, Parent Advisory Committee, and the Local Control Accountability Plan. During student intake and parent meetings all parents are invited to participate in a 12 week Parent Project class that is provided in collaboration with the District Attorney and the Santa Clara Probation Department. This series of classes provides parents with vital information to increase the quality of parenting skills and to link families to community based organizations and resources.

## **Program Coordination ESSA SECTION 1423(9-10)**

Santa Clara County Office of Education (SCCOE) provides educational programming and services in collaboration with juvenile probation to ensure that all Federal, State, and local programs and requirements are adhered to. Students have access to Career Technical Educational programming, core academics, remedial education, career and college planning, and transitional services. In addition, SCCOE coordinates and aligns with juvenile probation to ensure compliance with the Juvenile Justice and Delinquency Prevention Act of 1974.

## **Probation Officer Coordination ESSA SECTION 1423(11)**

Santa Clara County Office of Education (SCCOE) collaborates on a regular/daily basis with the Santa Clara County Probation Department in the delivery of educational programming, Special Education services, transitional services, and community schools. This coordination includes but is not limited to correspondence, reports, participation in Multi-Disciplinary Teams, leadership meetings, professional development activities, mentoring, and access during school for probation officers and support staff, and culminating events. (Honor Celebration, Graduation). The collaboration between Probation and SCCOE staff continues for students who are enrolled in Sunol

Community School or Opportunity Youth Academy re-entry program after release.

### **Individualized Education Program Awareness ESSA SECTION 1423(12)**

A robust special education placement and referral process ensures that student IEPs are followed upon placement in and release from institutional facilities. SCCOE employs one clerical staff member who monitors IEPs and special education student placement, and a program specialist ensures IEPs are up to date and include referring or receiving districts. An inclusion facilitator works with teachers to ensure IEP needs are met while students are incarcerated and supports teachers in implementing IEP goals.

### **Alternative Placements ESSA SECTION 1423(13)**

Santa Clara County Office of Education (SCCOE) provides support for students and school districts to ensure a smooth transition back to their home school district, community school, or alternate placement. Counselors and the Transition Coordinator have established relationships with school district staff and Probation staff to ensure the transition of students is smooth and parents are included.

## **Section Five LCAP Federal Addendum System Title II, Part A**

### **Professional Growth and Improvement ESSA SECTION 2102(b) (2) (B)**

Santa Clara County Office of Education (SCCOE) provides support for teachers to include Beginning Teacher Support and embedded professional development for teachers, principals, and school leaders. Meaningful teacher leadership is achieved through delegation of duties through the School Site Council and English Learner Advisory Council processes, and through delegation of teachers to specialized committees or roles (independent study program development, site based teacher leadership, TUPE leader, lead teachers). Teacher leaders also support daily interactions to provide a positive school climate, and specialized teachers support program development (career technical education, student transition, and credit recovery). Teacher leaders also support fidelity to programming for English Learners and state requirements and support EL and special education programming. Teacher induction and training occurs annually, and new staff are provided induction opportunities to learn systems. In addition, SCCOE has enacted a rigorous partnership with the SCCOE Professional Learning and Innovation Division. Coaching, direct

instruction, implementation of new textbooks, and support for literacy, math and EL achievement are a part of a three year plan to improve instruction and student achievement. In addition, staff participate in professional development aligned to data analysis, positive behavior supports, and blended learning. Overall onboarding of new staff is conducted by the Human Resources department. During weekly professional development opportunities, staff members meet with job alike peers to collaborate, learn, and apply learning.

### **Prioritizing Funding 2102(b) (2) (C)**

Santa Clara County Office of Education Student Services and Support Division has received the CSI Grant for a three year period. Each CDS code that receives Title I funding (County Operated Special Education, Institutional School, Opportunity Youth Academy, and Sunol Community School) qualified for funding through the CSI grant. Funds were distributed equally through the four CDS codes as defined in the approved CSI grant.

### **Data and Ongoing Consultation to Support Continuous Improvement ESSA SECTION 2102(b) (2) (D)**

Santa Clara County Office of Education (SCCOE) Student Services Division participated in a quad Differentiated Assistance process from February-June of 2019 with Santa Cruz County Office of Education, San Joaquin County Office of Education, and Stanislaus County Office of Education. San Joaquin and Stanislaus counties led the team through a process of Differentiated Assistance and supported staff in defining needs and root cause analysis and in facilitating collaboration to problem solve and identify research based processes to facilitate change. Court and Community Schools will focus on career technical education and graduation rate, and the community school will also focus on suspension and chronic absenteeism. Special Education will focus on school climate with special focus on positive behavior supports to decrease suspension and increase attendance. Opportunity Youth Academy will focus on college and career readiness through a focus on career planning (Naviance) and professional development to support blended learning. Team members are provided updated data related to enrollment, attendance, suspension, and academic achievement through sharing of CA Accountability Dashboard data, state assessment data, and local data as shared at the District LCAP Advisory Committee meetings which are held monthly. In addition, the team looks at survey data and parent engagement data as well as budget updates. Parents are also kept abreast of data trends and planning through Site Council and Parent Advisory meetings.

## **Section Six: LCAP Federal Addendum System Title III, Part A**

### **Title III Professional Development ESSA SECTION 3115(c) (2)**

Santa Clara County Office of education services a population of 34% English Learners. Professional development regarding support of English Learners for staff, community partners, and administrators is provided strategically. A beginning of the year training is provided to all staff at each site regarding: EL identification and enrollment, EL reclassification processes, and state and local EL assessments. In addition, specialized professional development is provided to teachers by the Professional Learning and Innovation Division as a part of a three year plan to support achievement at the alternative education sites. Special education receives similar professional development and enhanced offerings will increase for 2019-20 for all schools. Opportunity Youth Academy, a reentry program grounded in blended learning provides professional development to staff regarding the online program utilized for English Learners and delivery of instruction through blended learning. Each school strategically supports the progress of English Learners and the Administrator of State and Federal Projects monitors the progress of English Learners to ensure appropriate placement and reclassification.

### **Enhanced Instructional Opportunities ESSA SECTIONS 3115(e) (1)**

**and 3116** A newly adopted Santa Clara County Office of Education Board Policy supports immigrant children and families both academically and socially and emotionally. Immigrant families who are identified upon enrollment through the Home Language Survey process and enrollment will be status indicated in the student management system. Students will be provided extra support as needed both academically and socially and emotionally. Title I money is set aside to support homeless families who may be immigrants and other funds are set aside to support families in need of school supplies, clothing, or transportation. At this time no students are identified as immigrant in the district.

### **Title III Programs and Activities ESSA SECTION 3116(b)(1)**

Santa Clara County Office of Education utilizes Title III funds to supplement instruction of English Learners. Special Education supports English Learners with IEPs through tutoring, hands on support and coaching, and supplemental curriculum. Alternative Education supports English Learners through supplemental instructional programming

and literacy support. Opportunity Youth Academy supports English Learners with supplemental programming. In addition, Rosetta Stone is available to support newcomer students as a supplement to instruction. In collaboration with CSI and Title I funding, the LEA also makes a dedicated effort to involve parents in decision making and engagement opportunities and special outreach is provided to parents of English Learners. Title III funding is coordinated with Title I and CSI funding to support professional development of teachers regarding strategies for supporting integrated ELD instruction. Alternative Education utilizes Title III funding to purchase supplemental materials for English Learner instruction. Core programming includes: Edge for Alternative Education, Unique for Special Education, and ELLoquence for Opportunity Youth Academy and is funded through LCFF funds.

### **English Proficiency and Academic Achievement ESSA SECTION 3116(b) (2) (A-B)**

The Santa Clara County Office of Education supports integrated and designated ELD instruction for English Learners. A *Plan for English Learners*, completed in spring of 2019, articulates the EL Program as designed to support English proficiency of students. EL progress monitoring is completed in October, December, and June as a means to identify students eligible for reclassification. In December of 2018, the Santa Clara County Office of Education Board of Education approved a new Board Policy defining the reclassification, instruction, and monitoring of English Learners to include ELs with an IEP. EL student progress is shared with teachers to include attendance, grades, and performance on state and local assessments, and teachers are provided updates regularly when new students enroll. Core programming is defined and designated ELD is provided through small group instruction. Students are considered annually for the Seal of Bi Literacy. Staff receive annual professional development regarding identification, reclassification, and monitoring of English Learners. Through coordinated funding, all SCCOE schools will continue to provide strategic professional development for staff regarding strategies to support English Learners. A new Literacy Library teacher will supplement the education of English Learners for court and community schools. Both Opportunity Youth Academy and Special Education will continue to support professional development to staff regarding strategies and programming to support English Learners.