

LCAP Federal Addendum System

Title III, Part A

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

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

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

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

Title 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.

Response from Orange County Department of Education:

ACCESS has analyzed data and determined that all of our teachers are credentialed in their authorized area of instruction. In addition, 100% hold a special certification to teach English Learners. This ensures that our students are taught by effective teachers. ACCESS will continue to recruit and maintain highly qualified staff to ensure all students are taught by effective teachers.

In the 2019-2020 school year, the focus will continue to be the full implementation of both integrated and designated English Language Development (ELD). This will ensure English Learners (ELs) have access to core content to increase their subject matter knowledge and reach high academic standards and become proficient in English.

OCDE's approach to integrated ELD is incorporating strategies from Constructing Meaning (CM), which includes (a) explicit language instruction of both domain-specific and functional language and (b) tools to support academic reading, writing and conversation across the disciplines. OCDE's curriculum for designated ELD continues to be our district-developed Monthly English Language Development (MELD) curriculum.

LCFF funds will be used to provide administrators, teachers and teacher leaders with monthly trainings in CM strategies to increase their teaching skills and knowledge of language development. The trainings are meant to help increase our reclassification rates. LCFF funds will also be used to provide additional stipends for ELD Lead teachers who will receive monthly PDs where they will look at EL data, including ELPAC scores and site based benchmark assessments, to monitor the progress of ELs and address specific gaps in learning. Furthermore, ELD Leads will look at the data for RFEP students to analyze their continual progress and provide them with appropriate supports. Principals will be invited to join the ELD Leads at the monthly meetings and PDs to ensure implementation of ELD, reclassification, and monitoring of student progress. The principals and their ELD Leads will take what they have learned during the PDs and implement the strategies at their Areas to ensure equitable access for EL students.

All EL supports are reinforced throughout the year through continual PDs, coaching, lesson demonstrations and reinforcement of strategies by the specialist, manager and site admins. In addition, the EL team will provide trainings to the Action Group on EL related issues including data, reclassification criteria, EL Roadmap, ELA/ELD Framework, ELD Standards, ELPAC scores, ELD curriculum, EL site walkthroughs, and parent meetings.

Classroom walkthroughs and observations during the 2018-2019 school year revealed gaps across school sites in levels of

implementation of both integrated and designated ELD. As a result, we will continue to work with the seven ELD Lead teachers in 2019-2020 to work with principals to identify areas of improvement and provide targeted, classroom-based supports for the specific needs of the new Areas.

Title III funding will be used to hire and train English Language Support Assistants (ELDAs) for above and beyond support for our EL students. We will provide PD to ELDAs that are assigned to each Area to assist with the implementation of iELD and dELD. The ELDAs will also be trained to provide small-group and one-on-one support to EL students in both integrated and designated ELD under the direction of the classroom teachers.

The program specialist for EL Services and EL Manager, who are partially funded by Title III, will provide an additional layer of support to teachers. They will be funded on a split basis with state and federal funding. Time accounting logs will be maintained to account for the state and federal funded portions of the salaries. The Title III funded responsibilities of the specialist and program manager will include revising the MELD lessons to make them culturally and linguistically responsive for our EL population and providing coaching to teachers for the implementation of both integrated and designated ELD.

To summarize, ELs at OCDE will become proficient in English and reach high academic standards via full implementation of both integrated and designated ELD. Four groups will be targeted for professional development: ELDAs, teachers, ELD Leads (teacher leaders), and district administrators (principals/assistant principals, coordinators, directors). Lesson studies surrounding best, first instruction with integrated iELD and dELD will be modeled and discussed during monthly PDs so that students are provided with equitable access to the curriculum. Title III and other classroom observation data will be shared with principals, directors and the assistant superintendent to monitor progress, identify strengths, and address and close the opportunity gaps for ELs.

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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.

Response from Orange County Department of Education:

Due to the fact that immigrant students at OCDE are primarily at the emerging language proficiency levels, we will continue to use immigrant funds to purchase the textbook Weaving it Together, mostly level 1 but also levels 2-3. This is a supplementary textbook that we provide our immigrant students to take home to extend their language learning beyond the school day. The textbook integrates grammar instruction with reading and writing activities and is written for, and appeals to our OCDE immigrant student population: high school students with low levels of English proficiency. Also, immigrant students may have holes in their educational progress as they constantly change their educational setting. For this reason, technology and educational software will be purchased to help students access rigorous content with grade level readings. Furthermore, we will hold quarterly meetings with parents of immigrant students to provide trainings on how to effectively navigate the educational system in the U.S.

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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.

Response from Orange County Department of Education:

ACCESS provides iELD and dELD for our English Language Learners. Our approach to integrated ELD is incorporating strategies from Constructing Meaning (CM), which includes (a) explicit language instruction of both domain-specific and functional language and (b) tools to support academic reading, writing and conversation across the disciplines. Our curriculum for designated ELD continues to be our district-developed Monthly English Language Development (MELD) curriculum.

In addition to our ELD curriculum, we will support our ELD Leads, administrators and ELDAs with trainings that will provide them with effective instructional strategies. We will continue to revise our designated ELD curriculum, provide model lessons, look at data for

improving instruction, partner with community organizations and engage parents through ELAC, DELAC and parenting classes.

ELD Leads (teacher leaders) in collaboration with the EL Team will continue to provide professional development and support to teachers in their Areas as they have done in the past. Our PDs will focus on part I (Interacting in Meaningful Ways) and II (Learning About How English Works) of the ELD standards. Developing the ELD Leads' capacity to identify, reflect on, and encourage best, first instruction will be critical in addressing our staff development needs districtwide. The ELD Leads, administrators and other teachers will be invited to attend the EL trainings provided by the staff at the OCDE Humanities department and the ACCESS EL Team. Additionally, the ELD Leads will be engaged in lesson studies that will give them model lessons to support other teachers in their Areas.

In addition to ELD Lead meetings throughout the year, we will continue with our classroom walkthroughs to ensure that we are providing the support needed for our EL students to meet the academic rigor provided in their classrooms. The administrative team from each Area will participate in the classroom walkthroughs that will be held two times a year. The data gathered will be utilized to inform our PD practices. Directors and the Assistant Superintendents will be invited to attend and participate during these visits where we identify areas of strength and weakness and based on this information, decide on best supports for students.

Furthermore, we will continue to use student data to inform our instructional practices and coaching goals. On-going PD is continually provided to address gaps in our teaching of the MELD (dELD) curriculum through the identification of student outcomes on state and local assessments. The EL PDs will ensure continued dialogue around strong instructional practices, deepening implementation of integrated and designated ELD, and ultimately ensuring that ELs learn English and reach high academic standards.

In addition to providing professional development and classroom-based support, we will train our English Language Development Assistants (ELDAs) to provide support services to our EL students in the classroom under the direction of the classroom teacher.

ACCESS believes that the most effective programs include parent participation. Therefore, beyond our LCFF and Title I funded parent education programs we will use a portion of our Title III funding to provide trainings to parents of our EL students. These trainings will address topics such as navigating the U.S. educational system, advocating for incarcerated students or students who are under probation and cyber safety. ELD Leads and their administrative team will hold English Learner Advisory Committee (ELAC) meetings. We will also hold monthly District English Learner Advisory Committee (DELAC) meetings to inform parents of policies related to EL students and also gain parent input on our current programming for EL students. Additionally, the EL Services Team will partner with the Area principals to provide support during the Padres Unidos parenting meetings. Partnering with Padres Unidos has the potential to help us reach more parents and increase our parent involvement. Meetings will be held throughout Orange County and at different times to accommodate parents' schedule.

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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.

Response from Orange County Department of Education:

ACCESS EL Team provide training to site admin and ELD Leads on how to access student data and scores for the ELPAC, iReady and SBAC. These scores will be reviewed monthly and the results will be broken down and disseminated to the teaching staff. Student data will be used by the teaching staff to provide targeted instruction to their EL students.

Each principal, in partnership with the EL team, will identify a reclassification goal for their Area. Areas that do not meet their goals for English acquisition and progress for ELs will be provided assistance from the administration team, ELD Leads and the EL Team.

In addition to the state summative assessment, each site is required to implement formative reading assessments for all EL students. The reading assessment results will inform the teacher on how to best support their students. Site administrators and staff will be required to attend a Construction Meaning training refresher yearly and other trainings as needed to ensure that EL students are

provided with the appropriate scaffolds to reach English proficiency.

Every site administrator will be required to do EL instructional walkthroughs together with directors and the EL team to check for implementation of effective designated and integrated ELD. Analysis of the walkthroughs is reviewed by site and district administrators in an effort to provide additional professional development in the identified areas of need.

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Title III, Part A Contact

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

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and Optional Extension**

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