

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

LEA Name

Orange County Department of Education

CDS Code:

30103063030764

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The LEA's three over-arching goals are to increase the effective use of technology for teaching and learning to promote 21st Century skills, increase parent and stakeholder engagement as well as collaboration to support student learning, and increase student competencies that prepare them for success in college, career, and life. The use of federal funds will supplement the action and services of these goals. The following federal funds are utilized to enhance the priorities and initiatives: Title I and Title III. These funds improve parent training opportunities and workshops to assist parents to better engage in the educational process. The funds provide students with job readiness skills and personal finance management through involvement in Career Success Week. Title I funds support tutoring for targeted students to improve their academic skills. Title III funds address the needs of English Learners by providing academic support assistants in the classroom to enhance the student engagement with the designated ELD curriculum. Federal funds are utilized to maintain ongoing case management of homeless students and families so that they are connected to resources and support. Title I also provides support to low income and homeless students with transportation challenges so that they may maintain regular school attendance to prevent interruptions in academic progress. In addition, federal funds are utilized to provide transition services to students as they leave our program to return to district, graduate, or enter an adult school option.

The use of these funds in the above services to targeted students and families address the needs that students have with their academic gaps in learning, provide training to parents to better engage in the education of their child, enhance classroom support for English learners, overcome obstacles to school attendance, provide students with job and money management skills to prepare them for the world of work, and to offer transition services so that students have a seamless exit and entry so that their education is not disrupted.

We know from the data that student attendance is an issue for many of our students. Parents engage more in the learning process when they are encouraged to participate, when the trainings and workshop address topics of interest, and when they feel welcomed at school. Often times our students feel lost moving from one school to another or making that transition from high school, as a result, Title I funds are utilized to provide transition specialist to assist the student. The use of federal funds is geared toward removing barriers to student success and we are doing that through bus passes, targeted parent training and workshops, tutoring support, transition services, and assistance to homeless students and families.

Alignment

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

The efforts and discussion taking place regarding alignment is to ensure the use of federal funds is solely used to supplement services to students and families. The program has clearly defined the core services to all students which are the foundation of the school program, and federal funds are not utilized for these mandated services. The discussion also identifies the federally-funded supplemental services used to enhance the LCAP goals and LEA initiatives, which if removed, would not jeopardize the core school program. The alignment of federal funds is to ensure the dollars are spent in this area alone. School administration, including the managers of Title I, Title II, and Title III, meet regularly to ensure that the alignment of federal funds is complying with the regulations. The federal program managers are closely involved with the development of the LCAP, with the annual update and with stakeholder involvement. Therefore, the use of funds, the metrics and indicators to measure growth are shared and discussed. Modifications and changes are made to further enhance services based upon data and stakeholder feedback. By clearly defining the basis of the school program, the alignment of federal funds to supplemental services only is achievable.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

EE-1:

The Orange County Department of Education (OCDE) uses Aeries data management system to house student information. Administrators, teachers, and school counselors have access to Aeries to query the population of low-income and minority students assigned to a teacher. Working with Human Resources to review the teacher's credentialing status, the administrator is able to determine if a teacher is misassigned. OCDE also uses the CDE Dataquest system of reports to determine if a teacher assigned to a population of students is ineffective or inexperienced. This process of evaluation is conducted annually to ensure the LEA is providing students with high-quality instruction.

To provide regular monitoring of teacher assignments, the school administrators share supervision duties over their sites. Should any disparities be identified by either formal or informal observations or a review of student learning, school administrators have resources available to them to address teacher effectiveness. Evaluation procedures require that the administrator and teacher meet multiple times throughout the school year to discuss goals, conduct observations, and review progress. Staff development is scheduled throughout the school year to provide staff training in core subject areas, school climate, and the social-emotional needs of students. Teachers on Special Assignment (TOSA) may be assigned to assist a teacher who needs individualized support in a core subject area.

EE-2 and EE-3:

The instructors in our Alternative Education Program and in our dependent charter school are all veteran teachers with an average of 18 years of experience. The programs do not have any out-of-field teachers assigned, as all teachers meet the California credential requirements for an alt ed program, as outlined in California Education Code section 44865 and the EL Authorization guidelines.

In the Special Education program, 6% of our instructors (3/50) are first-year teachers and 2% are second-year teachers (1/50). To ensure we do not have a preponderance of new teaching staff at one school, the teachers are divided among the 15 school sites within the Special Education Program. The three first-year teachers are assigned to schools A, B, and C, and the second-year teacher is assigned to school B.

This program serves students with Moderate/Severe disabilities. Due to the shortage of Special Education teachers and after verifying that fully credentialed teachers could not be found, the three first-year teachers were hired under Intern Credentials and the one second-year teacher held a Preliminary Education Specialist credential, all authorizing service to the Moderate/Severe student population.

These Special Education teachers also participate in extensive, ongoing professional development communities, which are designed to provide the teachers with opportunities to receive training and meet in collaborative groups to discuss and develop instructional strategies and materials.

EE-4:

OCDE values stakeholder feedback and engages in an ongoing dialogue with parents, students, staff, and community partners to improve our educational program. LCAP advisory groups occur throughout the year, and focus groups are conducted at each school site. Most recently, our LCAP advisory groups reviewed assessment data and identified a need to provide EL students with additional resources to improve academic achievement and reclassification rates. This resulted in a decision to transfer Title IV, Part A funds into the Title III English Learner program, which would allow for the hiring of supplemental staff who specialize in language acquisition strategies.

EE-5:

In addition to the ongoing teacher monitoring by the LEA, the Title I Program conducts an annual review of teacher assignments through the Title I Comparability Report to demonstrate that each of their Title I schools is equivalent among schools in teachers, administrators, and other staff, and equivalent among schools in the provision of curriculum materials and instructional supplies. This report is prepared in collaboration with the LEA's Human Resources department which maintains a database of teacher credentialing data and the Attendance and Records office which tracks teacher assignments. Due to the methodology in place for allocating staff and distributing materials, to date no disparities have been discovered in either staffing or materials provided. However, should a disparity in teaching staff be noted, a system is in place for LEA leadership to work with Human Resources to reallocate staff as need to correct the inequity or provide the necessary materials.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

The LEA's Family Engagement Policy and School-Family Compact are developed with input from ACCESS parents and community stakeholders. This policy is reviewed annually by the Parent Advisory Committees and School Site Council and updated as needed. The committees are comprised of parents and community stakeholders who meet quarterly in each ACCESS region. Feedback is collected regarding the effectiveness of the policy and changes are made accordingly. We also invite input on the policy from other district committees, such as the District English Learner Advisory Committee (DELAC) and the English Learner Advisory Committee (ELAC). The Compact describes specific ways that parents can support their child's education in the home, such as assisting with setting educational and career goals, monitoring student attendance closely, and talking regularly about the value of education. Parents are also encouraged to maintain regular communication with the school program and to attend parent/teacher conference and school events.

Title I Program activities are aligned with the California Family Engagement Framework. The Program assists families to understand the state's academic content standards and academic achievement standards, state and local academic assessments, and requirements of Title I through presentations to families conducted in English and Spanish during school site events and programs, Title I Annual Meetings, LCAP General Parent Advisory Committee meetings, and English Learner Advisory committee meetings. These meetings address a variety of additional relevant topics, such as effective study environments, parent/teacher conferences, graduation requirements, college admission and financial aid options, and community resources. School staff and community providers also conduct presentations on nutrition, substance abuse prevention, and mental health topics. Parenting classes funded by LCAP and Title I are offered in all regions to provide families with knowledge about adolescent development, techniques to enhance communication, and strategies to address behavior.

Parent surveys help guide the direction of the resources we provide so that appropriate services are focused where they are most needed. For example, a theme that emerged recently from the meetings with parents and families was the need for increased information and resources in the area of college and career readiness. As a result, workshops were designed specifically to address the questions parents raised concerning college and career readiness, and college tours were arranged for interested families.

In our LEA, two schools have met the criteria for CSI. To ensure the voice of our families is incorporated into the collaborative development of the CSI Plans for these unique learning environments, input regarding the school program was solicited throughout the year on surveys and at School Site Council meetings, General Parent Advisory Committee meetings, ELACs, DELACs, parent nights, and school events. In addition, review and approval of the SPSAs is conducted by each school's School Site Council comprised of parents, students, staff, and administration. Our ongoing interactions with families also provide for an opportunity to share and discuss student achievement data with particular attention given to the various subgroups as depicted on our LEA's Dashboard. Consultation with this valuable stakeholder group has allowed our LEA to establish targeted actions to support our students and staff and highlighted the need to increase our efforts in the areas of social-emotional learning and techniques to support a healthy school climate and promote improved attendance.

A key part of our family engagement efforts are the bilingual Family Community Liaisons (FCL) assigned to each region's administrative office. This position is paid for through Title I, Part A funds and was developed as a bridge to connect our schools to our families immediately upon enrollment to build authentic and ongoing relationships to support the whole child. FCLs provide information and resources to help parents support their child's education, assist school staff with planning and conducting parent events and meetings, and provide bilingual support as needed for effective two-way communication. The FCLs also collaborate with community-based agencies and local businesses to create partnerships that support learning.

To build the capacity for all school staff to support family engagement, training is provided by Title I staff at regional staff development meetings, conferences, and workshops. Teams of teachers, administrators, and FCLs who have earned the Parent Liaison Certificate are implementing research-based strategies in their schools and classrooms and utilizing the community resources from the training. Title I staff collaborate with other Federal, state, and local programs to encourage parent participation. The Title I and Title III Programs work together to combine outreach efforts and share best practices for increasing parent attendance at school meetings such as ELAC, DELAC, and the parent advisory committees. A Family Events Toolkit has been distributed to all ACCESS school sites which provides guidance for designing effective family engagement events. The Toolkit includes presentation ideas, tips for planning successful family events, parent surveys, and an evaluation template. Teachers are encouraged to use these tools to continuously improve their family events and increase their outreach efforts.

The LEA Family Engagement Policy was developed with input from families and stakeholders and describes how the LEA will carry out designated Title I, Part A, parent and family engagement requirements outlined in ESSA.

- Parents are invited to provide input on this policy at Title I Annual Meetings, SSC meetings, and ELAC/DELAC meetings

- Surveys are conducted throughout the school year at meetings and events
- An evaluation report is compiled annually and distributed to parents at the Title I Annual Meeting

The LEA will provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed.

- The LEA provides this support at the Title I Annual Meeting, ELAC/DELAC meetings, Parent Nights, and other meetings and events
- Resources are also provided at enrollment and are available in the Parent Resource Centers and school offices
- Information is also posted on the ACCESS website

The LEA will provide materials and training to help parents and families work with their children to improve their achievement, such as literacy training and using technology.

- Materials and training are provided to parents during parenting classes, the Title I Annual Meeting, ELAC/DELAC meetings, Parent Nights, and other meetings and events
- Resources are also provided at enrollment, available in the Parent Resource Center and school offices, and posted online
- Topics addressed include truancy prevention, study skills, college and career readiness, and goal setting

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand. The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Translation is provided at all school meetings, events, and workshops
- Special accommodations will be made for communicating with families that have accessibility needs or other needs which make corresponding with the school difficult
- All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on ACCESS website
- Fliers and information about parent programs, meetings, and other school events are written in English and Spanish
- Information is posted in English and Spanish on the ACCESS website
- Bilingual Title I FCLs reach out to parents via phone, during visiting hours, and at school meetings and events to offer information, resources, and encourage participation
- To provide continuity for migratory students, teachers meet with families prior to extended absences to supply curriculum and assign work, maintain contact via phone, mail, and internet, and meet with families upon return.

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

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

SWP: N/A

TAS and Neglected/Delinquent description:

The following is a brief description of the Title I areas of supplemental support provided to identified students:

TITLE I PARAEDUCATORS:

Title I Paraeducators provide daily academic support to students attending ACCESS county-operated institutional or community schools. They are assigned to classrooms where they work individually or with small groups of students to enhance access to the core curriculum, provide remediation of basic skills, and assist with test preparation.

TITLE I TRANSITION PROGRAM:

The Title I Transition Program provides academic, employment, and life skills assistance for at-risk youth attending an ACCESS institutional or community school. Transition Specialists meet with students to create personal and academic goals, discuss school credits, and teach job readiness skills. Transition Specialists likewise support students through the critical move between school placements. During this important stage, transition staff ensure students are connected to appropriate school staff to prepare them for their next academic environment. They provide support in group settings through classroom presentations on college, financial aid, career exploration, and interview skills. They also administer career assessments, and coordinate college field trips.

TITLE I FAMILY ENGAGEMENT PROGRAM:

The Family Engagement Program engages families in their children's education, supports family-friendly practices in our schools, and partners with the community to promote learning. Title I Family Community Liaisons (FCLs) are assigned to ACCESS community and institution school administrative units and provide a consistent support system for families while their child is enrolled in ACCESS. FCLs provide information, resources, and community referrals to assist families with meeting the educational needs of their children. Bilingual FCLs interpret for families at school meetings, graduations, workshops, and parenting classes.

TITLE I TUTORING PROGRAM:

The Title I Tutoring Program provides individualized academic assistance to youth who reside in group homes and juvenile institution facilities, or attend ACCESS schools throughout Orange County. Tutors work one-on-one with students to address their academic deficiencies in all subject areas, including school assignments and test preparation. Students are assessed using a variety of evaluative tools which provide the basis for the development of individualized academic goals and instructional lesson plans. Tutoring in the group homes typically occurs in the evening after school hours, while tutoring in ACCESS school sites takes place during the school day in a classroom environment.

Within the Orange County Department of Education's alternative education division (ACCESS), Title I funding provides supplementary academic services for neglected, delinquent, and at-risk youth through a variety of supports. Students assigned by Social Services or Probation Departments to residential placements within Orange County are identified to receive these academic services. Title I services provided outside of these institutional facilities are intended to support the students for whom the funds were originally generated. For example, students who transition from a juvenile court to an ACCESS community school are identified for on-going Title I services. In addition, a portion of Title I funding is set-aside to support the educational needs of identified homeless youth within ACCESS.

Identified students receive classroom and after school assistance in the areas of reading, language arts, math, and life skills. Title I staff offer transition guidance to students as they transfer between school placements, as well as assistance with job skills and college readiness. In addition, the Title I Family Engagement Program extends support to the families of identified students and ensures families are included in the educational program.

While a student is attending an institution school, he/she receives Title I support services upon entry, during incarceration, and extending beyond exit. To properly identify students targeted for services after they exit an institution school and begin attending an ACCESS community school, Title I staff discuss student needs with administrators and teachers and use attendance software to track the enrollment of our adjudicated students. Once identified, Title I services are provided to remediate basic skills, support ongoing academic achievement, and prepare students for college and career. Parents are also encouraged to share insight into the educational needs of their children by participating in parent/teacher conferences, parenting classes, advisory groups, and school events.

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B): Not applicable.

Homelessness has a direct impact upon students' school success. To help lessen these barriers, the LEA uses LCAP and Title I, Part A funds to provide a variety of support and assistance. For example, enrollment appointments provide an opportunity to welcome the family to the school program and introduce them to the services available. Bilingual staff are available to assist families, and enrollment appointments can take place at a local shelter instead of the school office if that is more convenient for the family. During enrollment, a needs assessment is conducted to determine how the school program can best support the student. Students who qualify for McKinney-Vento assistance are contacted by a Title I Family Community Liaison (FCL) to explain the supports and services available to the family, and provide a packet of resources. A McKinney-Vento Referral Form is used to track the resources provided to the family. Resources such as bus passes to support school attendance, non-perishable food, clothing, hygiene, and school supplies are available at two Title I Resource Centers maintained by ACCESS, and FCLs deliver these items directly to the school sites to provide to families as needed. Students can also be referred for Title I tutoring and transition services to support the academic growth of homeless youth.

FCLs also refer families to in-house supports including clinicians, school nurses, Title I Tutors, Title I Paraeducators, and Title I Transition Specialists. In addition, they make referrals to community-based agencies that offer support to homeless families, such as shelters, food pantries, and medical/dental clinics, as well as government agencies, and programs such as Orange County Healthcare Agency, WIC, Cal-Fresh, and SNAP. In addition, through a unique partnership with the City of Orange, the Mercy House Family Care Shelter, and ACCESS, families who are unsheltered or living in motels are enrolled into Orange County's Coordinated Entry System which expedites transition into the shelter.

To provide ongoing support to address the needs of homeless youth and families, a Title I Community Resource Specialist position was created using funds through the mandated Title I set-aside for homeless students and aligns with the new requirements of ESSA that direct schools to link families with community-based resources. This position focuses on two critical tasks: building community partnerships to support families and identifying and tracking the services provided to determine effectiveness.

In addition, the LEA has implemented a Truancy Prevention Program to assure regular attendance. The program facilitates early identification of chronically absent students and provides for a tiered approach to interventions. Identifying barriers for homeless students reveals that transportation, high mobility, and lack of basic needs contribute to inconsistent school attendance. Therefore, the LCAP and Title I supports are targeted to these areas.

Student Transitions

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

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

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

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

The Title I Program in our LEA funds transition specialists in our alternative education program who provide individualized support to identified students to establish goals that will lead to their successful transition from an ACCESS school site back to their comprehensive school district, employment, and/or college. As approximately 92% the students in our program are in high school, transition specialists have established collaborative relationships with staff at local community colleges, local high school districts, and employment centers to streamline the process of connecting our students to these entities. For example, specialized college campus tours and priority registration are opportunities afforded to our students through connections made by the Title I staff. Often, students transition from our program back to their home district, and the transition specialists have established procedures specific to each local school districts to assist the students in the process of returning to their home district.

Transition specialists also administer career assessments to students to identify areas of interest and then assist students as they explore opportunities in the job fields. Based on students' interests, the transition specialist conduct classroom presentations, arrange for guest speakers to visit the classroom for Career Day, schedule college tours and career fairs, and coordinate field trips to local businesses and vocational school programs which exposes students to real-life job settings.

For our students who are eligible for dual or concurrent enrollment at a local community college, the transition specialists meet with students, and often their family members, to explain the opportunity, discuss the requirements, and refer interested students to a school counselor for enrollment. Once enrolled, the transition specialists and school counselors monitor the students' progress and provide ongoing support as they are taking the classes.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I, Part A funds supplement the LEA's efforts toward student efficacy in digital learning by providing additional technology to Title I tutors working with students. Tutors use these devices to assist students with online assignments, internet research, keyboarding, report preparation, and positive digital citizenship. For students who bring devices to tutoring, the tutor helps to familiarize the student with the digital platforms as they navigate the online educational resources selected by the teacher for assignments.

Title I also encourages recreational, independent reading and promotes literacy skill-building by supporting the Accelerated Reader (AR) program. Through AR, students are able to earn credits based on their reading, and teachers are provided an assessment of the student's reading level. Accelerated Reader quizzes are available for fiction and non-fiction books, textbooks, supplemental materials, and magazines.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students enrolled in our institution schools are provided supplemental education services through Title I, Part D funding. These services include paraeducator support in the classrooms and tutors in the living units, as well as transition specialists who engage students in the school program upon entry, provide career and college guidance during their stay, and arrange for a seamless exit to the student's next school placement or the workforce. Our program thinks "exit upon entry," and works to offer students the tools they will need to learn new skills, grow in their academic and pro-social development, and successfully transition to their next school placement or work environment.

Title I paraeducators and tutors work closely with teachers and school administrators to offer students the focused attention necessary to help them achieve academic goals. Collaboration between the school and Title I instructional staff is essential to our program and allows us to support students effectively and in alignment with the curriculum. By focusing on individual students, Title I instructional staff can offer specialized assistance which enables students to experience academic success and make real life connections with their learning. Teachers identify students for tutoring based on assessment scores and classroom performance, and tutors use this information to design individualized goals and lesson plans. Student progress in tutoring is communicated regularly with school staff and Probation staff. Students are also able to refer themselves to tutoring through a written request process, which Probation supports by allowing tutoring to take place in the living unit.

In addition, Title I, Part D funds support the literacy goals in our institution schools by purchasing recreational reading materials for the school library and by providing Title I library technicians who assist students with library activities such as report preparation, computer research, and selecting books for leisure reading. Teachers are also supported by the library technicians who provide them with a variety of materials to use in their classrooms to reinforce and augment the lesson plans.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Orange County Department of Education and the Orange County Probation Department have a long history of collaboration and mutual respect that has led to the development of a strong program of educational, transitional, emotional, and physical support for the youth who reside in the institutional facilities. Agreements, listed below, exist between the parties to offer youth a comprehensive system of support with the goal of improving outcomes and reducing recidivism. Contact with students is coordinated and integrated for maximum effectiveness.

- MOU between Orange County Superintendent of Schools (“OCDE”) and Orange County Probation (“Probation”): master agreement between parties that provides for the operation of probation facility schools. Responsibility for carrying out the intent of California laws related to educational curriculum, school staffing, school safety, student discipline, and school budgeting rests with OCDE. Probation is responsible for the custody, security, institutional discipline, community relationships, and effective treatment of the youth. Both parties have the shared responsibility for seamlessly transitioning students to their next school placement, including the transfer of school records.
- Agreement between OCDE and County of Orange for “The Provision of Community Reentry Educational and Vocational Services”: the Agreement provides support for the educational and vocational components related to enhanced reentry services for youth who are serving commitments in local juvenile facilities and will be transitioning back to the community. OCDE provides these educational and vocational services for incarcerated youth via a Reentry Case Manager and a Transition Case Manager. Probation is responsible for identifying the youth eligible for services, assigning staff to assist OCDE in the coordination of services, participating in joint case planning, and conducting background investigations on individuals assigned to perform the duties contained within the Reentry Grant.
- Agreement between OCDE and County of Orange for “The Provision of Personnel Support for Educational Services for the ASERT, STEP, and Community Transition Programs”: services provided by OCDE staff for identified youth at the Probation-operated Rio Contiguo-Youth Guidance Center (YGC) include initial academic and psychosocial assessment of youth selected for the ASERT Program at YGC prior to entry into the program. Youth in the ASERT program continue to be monitored and evaluated by OCDE staff through interviews and educational records. OCDE staff work with the youth to design vocational and academic goals. Probation staff are responsible for the initial identification of youth eligible for the ASERT Program and coordinates with OCDE staff to implement the goals of the youth. Probation staff also assist in the facilitation of advanced educational opportunities for youth by providing supervision and transportation to and from local community colleges for enrolled students.
- Agreement between OCDE and the County of Orange for “Drug, Alcohol, and Mental Health Services”: services provided by OCDE clinical staff at all Orange County institutional facilities for incarcerated youth include drug, alcohol, and mental health counseling. Services are coordinated with Probation objectives and are aligned to and support the educational outcomes for each student in the program. A key component of the Agreement is the development of an effective, personalized transition plan for the youth as they shift from incarceration back into the community. Individualized treatment plans are created 45 days prior to release and incorporate input from OCDE clinicians, school staff, parents, and Probation in order to provide the youth with the best possible opportunity for a positive outcome. Collaboration between participants is prescribed in the Agreement and provides for the sharing of pertinent information and records as treatment plans are designed and updated. Follow-up care is also offered by both OCDE and Probation staff to support the youth and the families after exit.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Administrators of the LEA's institution schools meet monthly with Probation Directors to provide updates, obtain information, and discuss issues related to the educational program. Similarly, the school program receives information daily from Probation regarding the status of all students to ensure they are provided the most effective educational program and receive the transition services needed for enrollment support for the next school placement upon release.

Upon entry into the institutional program, school staff contacts the student's previous school to obtain a transcript and class schedule information. This information allows for a continuity of classes being assigned and ensures courses are in alignment with the student's path toward graduation. In addition, the school is accredited by Western Association of Schools and Colleges (WASC) and is visited by a team from WASC to validate that the school program is meeting the academic needs of students and providing the support services essential to student success.

The LEA has also established collaborative partnerships with districts throughout Orange County where information regarding school programs is shared, providing valuable knowledge about the courses of study available in the schools from which our students have recently transitioned. This awareness allows the institutional school program to maintain, to the extent possible, the educational path of the student, which contributes to the student's successful return to his/her former school placement.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At the time of enrollment in an institution school, the student is assigned a Title I Transition Specialist who works with the student to create academic goals, track progress, and collaborate with the School Counselor on the student's next school placement. Near time of release, the comprehensive school district or alternative education school is notified and an inquiry is made to determine the student's eligibility to return to the home district. Once the student exits the program, necessary school records are forwarded to the appropriate school personnel and contact is made with the new school and the parent to ensure a successful transition to the next educational placement. Title I Family Community Liaisons reach out to families during the student's exit to offer resources and discuss the transition process.

Through partnerships with local colleges and universities, students who graduate while incarcerated may enroll in a distance learning course or take a Career Technical Education (CTE) class. If students wish to pursue further college education upon exit, financial aid application assistance is provided by the Transition Specialists, and funds are set aside in the LCAP to help pay for college admission fees.

While in the institution, Title I Tutors, Paraeducators and Transition Specialists also work with students to help them identify career interests and inform them of their college opportunities. Students take career assessments and are provided guidance with resume writing and interview techniques.

After students exit the institution school, Title I staff continue to be a resource by contacting students directly to follow up on their progress and offer support, guidance, and resources. Often, during these conversations, the student will ask for help with tasks such as applying for a job or signing up for college classes, and a meeting will be arranged to provide this supplemental assistance. Additional services provided by the LEA to prepare students to be successful in their next school placements includes mental health counseling to encourage pro-social skills and healthy behaviors, and medical care to update immunizations and tend to basic health needs.

For students who leave the institution school and begin attending an ACCESS community school, their transition services are continued by a Title I Transition Specialist assigned to the new school site who provides support to adjudicated students.

Probation staff are also closely involved in the transition process for every student exiting the institutional facility. Transition staff collaborate daily with Probation officers to discuss and update transition plans, and regular communication with field Probation officers allows school staff to monitor a student's progress after exit and provide support where needed.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students reentering ACCESS schools after being incarcerated face numerous challenges. Learning challenges include students with disabilities, students who have had truancy issues and have gaps in their academic skills as well as students who are English Language Learners. At-risk youth typically have motivation and perseverance issues that, when coupled with a lack of self-confidence, make academic challenges difficult to overcome. These youth also come with mental health challenges including Attention Deficit Disorder, behavior challenges associated with trauma they have experienced, as well as issues including depression, anxiety, and low self-esteem. Gang affiliation and substance use and abuse are also issues facing the youth we serve.

ACCESS programs include a robust mental health program with licensed clinicians (and interns) who are assigned to academic regions and satellite school sites. The clinical staff meet with students individually and provide group counseling. Along with teachers, each school region also has a school counselor, school psychologist and school nurse, transitions specialists, paraeducators and tutors assigned to address the numerous challenges our students come to school with every day. Services are coordinated through a Multi-tiered System of Support (MTSS). This systematic approach is designed to screen and identify each student's academic, social-emotional or health/nutrition needs. Tier 1 services are universal supports for all students. Tier 2 interventions are designed to be more intensive and Tier 3 are the most intensive. Mental health services are available on all tiers, but increase in intensity as the need dictates.

Academic interventions are designed in the same way. Students access more intensive tiers through a collaborative Student Intervention Team (SIT) process. School personnel, as well as parents and the students, work to identify strengths, weaknesses, and areas of needs. Interventions are designed to meet the unique needs of each student. Progress is monitored frequently and adjustments are made to the programming for the student to meet his or her goals. Each region also has family community liaisons who engage families and assist in identifying services a family may need. Transition specialists work with students to engage them in thinking about their future. Career exploration and learning soft skills that will increase their chances of being successful in college or career are the focus. ACCESS also has a Homeless Liaison and a Foster Youth Liaison to monitor and ensure students facing homelessness or who are in the foster care system are receiving services designed to meet their specialized needs. Strong partnerships with the Probation department and Social Services agencies are also utilized to ensure youth's needs are met. Social workers and probation officers are routinely invited to be part of Student Intervention Team meetings, as well as Individual Educational Plan meetings.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students within the institutions have access to numerous services. Mental health services are provided in collaboration the health care agency as well as the ACCESS clinical program. Part of the transition services for students leaving the institution is a direct referral to other partner agencies, including school districts and community partners or agencies. As students with mental health services are transitioned to another provider, mental health services are maintained until the transition is complete and the youth is successfully linked. Students can also receive referrals to community medical services. School nurses are available to meet with and provide resources for prenatal youth, address health care issues including eye exams/glasses, and assist in identifying and signing up for various health care plans (Medi-Cal, Cal Optima etc.).

To promote academic progress, school counselors work with the students to understand graduation requirements, as well as the graduation requirement waiver process for students who may be homeless, identified as foster youth, and previously incarcerated. School counselors and transition specialists also assist students with referrals or applications for college and career awareness and exploration, financial aid, applying to a community college or vocational program. Students also have access to foster youth and homeless liaisons as appropriate, to assist with transitional needs. Transition specialist's also assist in the students' transitions by notifying school districts of student release dates, transcripts and school records. Parenting classes are available throughout the year at regional school offices, and students are able to participate in specialized programs such as Career Success Week, Summer at the Center and the Freeway League sports program. All programing is designed to engage youth and parents in healthy, pro-social activities.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The juvenile institutions have partnerships established with several local community colleges and universities in Orange County to provide incarcerated students with on-site learning, online distance-learning, and field trip opportunities. In some cases, university instructors come to the institution to teach the college classes. Students are able to enroll in these college courses to establish a foundation of higher education which they can continue to pursue following their transition out of the institution. Eligibility for these courses is determined collaboratively by school and Probation staff and is based upon the student's grade level, behavior, and interests. The school counselor, Safe Schools staff, and Title I transition specialists discuss certificate and degree options with the students and assist in the enrollment process for these courses each semester and track student progress. Title I tutors and paraeducators provide instructional assistance to enrolled students, and class materials are supplied using funds from the Probation Department.

Through arrangements with the ROP Program in Orange County, students in the juvenile institutions are also able to enroll in on-site ROP courses such as culinary arts, landscape design, and career exploration. These courses allow students to experience hands-on learning in growing industries from professionals in the field. These courses are popular among students and connect them with job opportunities and business contacts following graduation and exit from the facility.

After students exit the correctional facility, they are encouraged to continue their post-secondary education and job training programs through support from Title I Transition staff who provide ongoing case management, which can include college course registration, applying for financial aid, and researching career opportunities. Similarly, connections with local vocational education programs in the county allows Transition staff to present students with options for continued career exploration in various trades.

For students pursuing employment, a well-established partnership between the LEA and a local organization dedicated to workforce readiness provides a wealth of services to students in the form of business attire, resume preparation, and interview skills.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The institution school programs involve families in an organized, on-going, and timely manner in the planning, review, and improvement of programs regarding family engagement, including the School's Family Engagement Policy and development the revision of school-wide program plans. An annual meeting for families is convened to inform them of the school's participation in Title I Programs, requirements of family engagement, and the rights of families to be involved in their child's education. Title I Annual Meetings are held in conjunction with parent events at the institutions, and we offer a flexible number of meetings to accommodate the diverse schedules of our families. In some instances, these events, which are held in conjunction with weekend visiting hours, allow parents an opportunity to tour the school and learn about the curriculum, instruction, and academic supports available to students. Parent-Teacher-Student Association (PTSA) meetings are held during the lunch hour to allow families and Probation staff to attend. Curriculum and assessment information, including state testing results, is included in the School Accountability Report Card (SARC), available on the LEA's website. Additional information on curriculum, standards, and assessment is provided to families at school events and the Title I Annual Meeting. The Youth Correctional Education Program (YCEP) also conducts a School Site Council where parents are provided with information regarding the school program and can offer their input on school funding decisions.

The bilingual Title I family community liaisons (FCLs) offer community resources to families of students in the institutions schools and provide them information regarding how their child is doing in school and ways the families can support academic achievement. Additional resources to support parents are also provided at workshops, parenting classes, the Title I Annual Meeting, and are available on the LEA's website. The school administrators also work with collaborative partners to educate their teachers in the importance of including families in the educational program and effective methods of connecting with families of incarcerated youth.

Parenting classes are available to parents of current and former institution students. Funds from the Orange County Probation Department and Title I Program help pay for these classes that encourage effective communication between parent and child and focus on preventing delinquency and improving educational outcomes. Parents learn to build on existing skills, set boundaries for their child, and establish appropriate consequences to strengthen family relationships and create positive outcomes for the youth. Classes provide culturally-sensitive, experiential activities for parents to boost self-confidence in their ability to parent effectively and reduce recidivism.

Title I transition specialists and FCLs in the institution schools also encourage involvement in the educational process by contacting families to discuss their child's academic goals and next school placement. For students whose goal is to attend post-secondary education following incarceration, the transition specialists work with the families to assist with admission applications and the financial aid process. Transition specialists and FCLs also coordinate with Probation staff to host an Open House in the school's Academic Counseling Center inside juvenile hall where parents can meet staff, learn more about the school program, and gather community resources.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Title I, Part D program works collaboratively with several agencies, programs, and community partners to ensure coordinated services for students in the institution schools. Providing students with opportunities to explore career paths, learn new skills, and advance academically is of paramount importance to all stakeholders, and collaborations are designed with those outcomes in mind. Stakeholders include the Probation Department, Social Services, the Juvenile Court division of the Orange County Superior Court, Foster Youth Services, Orange County Health Care Agency, local vocational exploration programs, and various community agencies.

To ensure coordination of services, a monthly meeting is held with participants from the Title I Transition Program, the Title I Family Engagement Program, Title III EL Program, Special Education, Foster Youth Services, Orange County Probation, Safe Schools, the ACCESS Attendance and Records division, and institutional school administration. The purpose of this regularly scheduled meeting is to align our transition processes across institution schools, problem solve, share resources, and create ongoing best practices for effectively supporting students during their stay and after exit. Representatives from other programs, educational agencies, and divisions also attend to provide expertise in their field. This team approach to creating positive student outcomes allows for flexibility and innovation between stakeholders and establishes consistent practices among institution school sites.

Our Title I, Part D program also partners with the Probation Department and local community colleges to provide students with opportunities to take classes and tour campuses in an effort to provide students with post-secondary education experiences. The school counselor and the transition specialists collaborate with Probation staff to enroll eligible students in college courses and ROP classes and monitor their progress.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

For students preparing to exit a correctional facility and enter a new educational environment, the school works closely with Probation Officers to ensure the most appropriate school placement. Communication between the school and Probation takes place daily to discuss student progress, and administrators from Probation attend monthly team meetings with school staff to share in the conversation regarding student transitions.

Once students leave the facility and are assigned their field Probation Officer, Title I transition staff connect with this individual to assist in monitoring the student's progress in the new school environment. Should the team learn that a student is not attending school regularly or academic performance is suffering, Probation staff address the issue with the student and Title I staff contact the family to determine if additional resources are needed to assist in making positive choices. For students attending an ACCESS community school, referrals can be made to Title I for tutoring services and the teacher is contacted to discuss recommended areas of support. This wraparound approach to building student success provides for a safety net of resources while also allowing the students to take ownership of their success by teaching accountability and encouraging self-efficacy.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students with disabilities within the institutions are assigned a case manager. Within 30 days of a youth entering the institution, an IEP is held and the district of residence (DOR) is invited to participate. At that meeting the IEP team discusses the student's placement upon release. The decision is noted in the IEP and contact information is provided for enrollment if the student is returning to their DOR. In the weeks that follow, the school psychologist or case manager meet with Probation staff often to jointly monitor progress toward the release date and discuss the student's behavior in the living units to determine if additional supports are needed.

When a student is close to release or is released, the case manager will send a note to the DOR notifying them the student has been released. The case manager is responsible for closing out the file and sending it to the Special Education (SPED) Records Center. When the student returns to the district, the electronic file is requested by the district and released by the SPED Records Center.

If a student will be returning to or enrolling in an OCDE/ACCESS school placement, that information is also noted in the IEP, and the school administrator and special education administrator are notified of the release date. SPED administration identifies a new case manager in the community schools and a transition is initiated. When the student is released, the current case manager notifies the SPED administrator and new case manager. The SPED administrator notifies the site administrator of the release and a transfer is done.

If a student does not stay in the institution long enough for a 30-day IEP meeting to be held, the case manager will notify the DOR that the student has been released and should be re-enrolling with them. Districts are also given the option of referring the student to the ACCESS program if returning to the district is not an option, or not in the best interest of the youth.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students attending an institution school will meet with a Title I transition specialist to determine next school placement, and we recognize that for some students this placement may not occur at a traditional public school program. Upon entry into the institutional school setting, a transition plan is developed using the student's school history, credits earned, assessment scores, and input from the student, parent, and Probation staff. The student and transition specialist meet regularly to monitor the plan's implementation and discuss academic progress and goals.

The aim of our program is to have a plan for each student as they leave the institution; therefore, we partner with local college institutions, school districts, and career technical schools in order to provide students with options. Transition Program staff also use their professional connections within the academic community to actively pursue new opportunities where our students can continue their education. In addition, staff attend resource fairs where they learn about new academic organizations and share information about our program with others who might be in a position to design a program to accommodate our student population.

The LEA's Alternative Education Division, ACCESS, is a popular alternative for students who are unable to return to their comprehensive district or attend a traditional public school. To accommodate the geographic needs of students, there are numerous ACCESS school sites located throughout Orange County with each site providing a WASC-accredited, K-12, State Standard curriculum. Another option for older students seeking to earn their high school diploma is the Orange County Department of Education's College and Career Preparatory Academy (CCPA). CCPA enrolls students ages 18 to 25 who can benefit from an academic program that offers flexible scheduling, career planning, and workforce preparation.

In addition, our institution schools also administer the HiSet on-site as an alternative to graduation for those students who wish to earn a certificate and go on to college and/or join the work force after release. However, many students who pass the HiSet and earn their certificate of completion are encouraged by their success and choose to continue their studies in pursuit of a high school diploma.

Local community colleges also provide high school diploma programs, which are located throughout the county and offer a free program with flexible schedules to students who are over 18 and wish to continue to work on their diploma. This opportunity is shared with our older students as an option for completing their high school studies.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OCDE is committed to the professional growth of its staff at all levels & provides evidence-based professional development throughout the year for our administrators & teachers. Newly hired administrators & teachers benefit from a robust orientation program designed to introduce new employees to the culture, mission & vision of the organization as a whole. At the site level, new teachers work with an experienced colleague, who provides daily support in all areas related to the instructional program & processes. Additionally, the school administrator schedules meetings with the new teacher to develop a collaborative working relationship & provide feedback from site visits & walk-throughs. OCDE also provides Induction to teachers in need of clearing their credential. Administrators & other leadership staff are assigned a peer mentor who provides day-to-day support during the beginning stages of the new hire's tenure. This collaboration benefits the new leaders & also supports the leadership growth of the mentor. OCDE staff are formally evaluated according to a schedule set by contract. Formal teacher evaluations utilize the CA teaching standards, measuring a teacher's mastery in each area, using both formal & informal observations & evaluation of student outcomes, as evidenced in benchmark assessments, student work samples, & credits earned. Other evidence includes students' attendance & suspension & graduation data, which directly correlates to teacher efficacy. The "Next steps" section in each evaluation is where the administrator & teacher collaboratively create an individualized set of professional goals & needs to support the continual improvement for that teacher, along with a prescriptive plan to support the teacher in meeting his/her goals, stemming from the observations & data used for the evaluation. Administrators & teachers also meet with their supervisors on a regular basis to discuss professional growth plans & needs. Administrators also have regularly scheduled formal evaluations, which include areas of strength, areas of improvement & goal setting, which are written in collaboration with their supervisor. Additionally, principals create their own individual learning plan, most often with SMART goals, which are reviewed at the end of each year. School leaders attend monthly leadership meetings for the purpose of communication, collaboration, & their continued growth as leaders, thus increasing their leadership knowledge & capacity. Our county office also offers Executive Leadership trainings, where authors, educators, & community members present on topics such as equity in instruction, alternatives to suspension, student engagement, Social-Emotional Learning, & development of leadership skills designed to support teaching & learning within our schools & educational programs. Based upon feedback from teachers, staff, & analysis of local data, OCDE has implemented a TOSA/coaching program in each core academic area, to support teachers & administrators in the adoption & implementation of standards-aligned curriculum with fidelity, assessing student progress, & scaffolding instruction to provide equitable access to the curriculum. Instructional staff is also trained on our locally-adopted benchmark/intervention program, iReady, which provides data to support the students' individual academic strengths & needs which guide the teacher in his/her instructional plan. Data is collected on a weekly basis & shared with both administrators & teachers. Measurement of effectiveness is found in the iReady results of individual students, student groups & the overall student population, at the district, school, site, & teacher level which drives our professional development planning & investment. Professional development is offered throughout the year, utilizing a variety of delivery systems to ensure accessibility. One of the newest opportunities is through linkedinlearning.com, where all OCDE employees may choose from over 13,000 trainings on a variety of subjects including Google Drive, Microsoft Office Suite, teaching with technology & graphic design. Finally, MTSS has been a driver for all of our work. Teachers receive training in collaboration with the Schoolwide Integrated Framework for Transformation Center (SWIFT) & their administrator. This process has increased staff collaboration & focus on data to analyze & support all areas of instruction. It has also increased staff capacity in the areas of academic planning & scaffolding, use of both academic & behavioral interventions & implementation of strategies that are evidence-based, & appropriate for students, based upon their academic, behavioral, and/or emotional needs. Evidence of our implementation of MTSS is found in analysis of student academic growth, suspension rates, discipline reports & attendance reports. OCDE is seeing the benefits of our increased use of local data to support evaluation of professional development of staff.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA will prioritize funding based upon:

- The method and criteria established by the LEA for using State funds for professional development and supplemented by Federal funds
- The identified goals and areas of growth as identified in our needs assessment
- The specific student groups with the greatest need for support and intervention to support their academic achievement and resource equity.
- Input from stakeholders, including leadership, administration, teachers, classified staff, parents and students
- Identified interventions that are evidence-based, with demonstrated success in alternative, “like” program
- Alignment with the goals and priorities set forth in our LEA’s LCAP, School Plans for Student Achievement, and WASC reports.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA will continue its work with SWIFT, our County Office of Education’s Educational Services department, and our County Office of Education’s Differentiated Assistance consortium throughout the year to review data and analyze the impact of implemented interventions and professional growth opportunities. School administrators and all instructional staff, including teachers and paraprofessionals, will also regularly evaluate performance data in Professional Learning Communities to collaborate on effective implementation of interventions, cross-program training, and trends impacting student achievement.

Consultation with a variety of stakeholders allows our LEA to establish prescriptive and targeted professional development goals for our teachers and school leaders. Input regarding the school program is solicited throughout the year at School Site Council meetings, ELACs, DELACs, parent nights, school events, and through multiple survey opportunities. Feedback from our parent partners has resulted in increased professional development for staff in the area of social-emotional learning and techniques to support a healthy school climate. Our community partners, such as Probation, mental health, Juvenile Justice, and Social Services, have provided similar feedback, thus confirming the need for these professional development priorities.

Consideration is also given to our staff who work in specialized settings to ensure the professional development opportunities meet the needs of their unique student population to provide equity and access to fair and appropriate education. Both formal and informal staff meetings provide a setting in which the LEA administrators and the specialized instructional support staff collaborate to conduct an ongoing needs analysis to determine necessary workshops and trainings. Given the transient nature of our student population, this ongoing assessment of professional development needs is essential to support the academic, social/emotional, and behavioral growth of our students.

These ongoing processes of examination and genuine analysis provides guidance for any modifications needed and allows for the identification of other data needed in order to fully support and measure the progress that has been made.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 2020-2021 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 become proficient in English. Additionally, we are looking at the adoption of a new ELD program.

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 virtual trainings in EL strategies to increase their teaching skills and knowledge of language development. In addition, OCDE Humanities department staff will be invited to provide trainings that support iELD strategies. The trainings will help increase our reclassification rates. ELD Lead teachers will receive professional development 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. Also, 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 meetings and PDs. 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. To ensure implementation of ELD, reclassification, and monitoring of student progress

All EL supports are reinforced throughout the year through frequent PDs, lesson demonstrations from ELD Leads and by the EL program specialist, manager and site admins. In addition, the EL team will provide trainings to the Executive Leadership Team on EL-related issues including EL data, reclassification criteria, EL Roadmap, ELA/ELD Framework, ELD Standards, ELPAC scores, ELD curriculum, EL site walkthroughs, and parent meetings.

Due to school closures, we were unable to conduct our regular EL classroom visits during the school year. However, classroom walkthroughs and observations during the 2018-2019 school year did reveal gaps across school sites in the levels of implementation of both integrated and designated ELD. As a result, we will continue to work with ELD Lead teachers and principals to identify areas of improvement and provide targeted, classroom support for the specific needs of the new Areas.

Funding will be used to train English Language Support Assistants (ELDAs) for additional 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. They will continue to provide services via Zoom until schools re-open.

The EL program specialist 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 federally funded portions of salaries. The Title III funded responsibilities of the specialist and program manager will include revising MELD lessons to make them culturally and linguistically responsive suited to our EL population. Providing coaching to teachers in implementation of both integrated and designated ELD. Moreover, they will continue to work with the ELD Leads and ELDAs.

To summarize: Four groups will be targeted for professional development: district administrators (principals/assistant principals, coordinators, directors, ELD Leads (teacher leaders), and ELDAs. Lesson studies surrounding best, first instruction with integrated iELD and dELD will be modeled and discussed during monthly PDs so that EL students have 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 opportunity gaps for ELs.

ELs at OCDE will become proficient in English and reach high academic standards via full implementation of both integrated and designated ELD.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Because 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 to appeal 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 educational settings. For this reason, technology and educational software will be purchased to help students access content. Furthermore, we will hold quarterly meetings with parents to provide training on how to effectively navigate the U.S. educational system. Parents will be invited to attend trainings provided by CAFE and other organizations.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

In collaboration with the EL Team ELD Leads (teacher leaders) 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.

In addition ELD Leads will be added to the staff meeting agendas and provided EL related updates and trainings. We will continue with our classroom walkthroughs when possible to ensure that we are providing the support our ELs need to meet the rigorous academic requirements. The administrative team from each Area will participate in classroom walkthroughs that will be held two times a year if the school closure situation allows. The data gathered will be utilized to inform our PD practices. Directors and the Education Chief Academic Officer will be invited to attend and participate in these visits where we identify areas of strength and weakness and, based on this information, decide on best supports for students.

Additionally, 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 to parents. Meetings will be held via Zoom to accommodate parents' attendance when in person meetings are not an option.

English Proficiency and Academic Achievement

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ACCESS EL Team provides 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 and the results broken down and disseminated to teaching staff. Student data will be used by teaching staff to provide targeted instruction to their EL students.

In partnership with the EL team, each principal, will identify a reclassification goal for their Area. Areas that need support 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 (iReady) 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 Constructing Meaning training refresher that happens yearly in the Spring and other trainings as needed to ensure that EL students are provided with the appropriate scaffolds to reach English proficiency.

Site administrators will provide classroom observation data from EL instructional via in person or virtual walkthroughs when possible. This will help implement effective designated and integrated ELD. Analysis of class observations will be reviewed in an effort to provide additional professional development if areas of needs are found.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

After consultation with stakeholders during LCAP engagement meetings and an examination of our assessment and reclassification rate data, the LEA saw a clear need to enhance services to our English Learner population of students. Therefore, a decision was made to transfer the Title IV, Part A funds into the LEA's Title III, Part A Program to support the needs of ELs. This funding transfer will allow the Title III Program to enhance the additional supports available to EL students in the form of supplemental materials and tutoring assistance.

However, the LEA acknowledges that despite the transfer of Title IV, Part A funds to another federal program, we maintain responsibility for meeting the needs of students with regards to a well-rounded education, support for safe and healthy students, and access to technology. The Orange County Department of Education has addressed these areas using a variety of methods, including those listed below.

SECTION 4107 REQUIREMENTS

The LEA will support student access to a well-rounded education through the following strategies which were funded through LCFF and General Funds:

- University of California, Irvine History Project – a professional development opportunity for history teachers to enhance their lessons and provide students with more engaging historical context
- North Orange County Community College District partnership – provides for an on-site, introductory college class taught by an instructor from Fullerton College
- Internship opportunities at the Orange County Department of Education central office – students are able to gain work experience in a variety of dynamic settings (Human Resources, Operations, Cafeteria, etc.) under the guidance of professionals in the field
- Junior Achievement workshops – business professionals deliver a series of interactive presentations for students to provide them with hands-on training in financial literacy, workforce readiness, and entrepreneurship education
- Youth Entrepreneur Training Academy – in partnership with the COR Community Development Corporation, this 12 week program consists of three modules of academic instruction in basic business acumen, financial literacy, and business idea development. In addition to the academic instructors and facilitators, guest speakers include attorneys, bankers, artists, college counselors, and real estate brokers. At the end of the 12 weeks, students have an opportunity to compete for up to \$5,000.00 to start their own business in a "Pitch Competition," in which students use business and financial vocabulary to "pitch" their own business ideas to a panel of board members in the hope of receiving a micro-loan to help launch their businesses.

SECTION 4108 REQUIREMENTS

The LEA will support safe and healthy students through the following strategies which were funded through LCFF and General Funds:

- Multi-Tiered System of Support (MTSS) – offers students interventions that focus the individualized needs of each child and align with support services in order to achieve learning and behavioral goals
- Restorative Practices – prevention and intervention strategies performed in the classroom designed to improve relationships between individuals and classroom communities, build positive interactions, repair harm, restore relationships, and teach empathy
- Truancy Response Program – a structured LEA-wide approach to reducing absenteeism through the use of staff dedicated to truancy prevention, intervention strategies to address the root cause of absenteeism, and maintenance of attendance
- BASE Education– an online platform to address the social-emotional needs of students and provide an outlet and resource for youth in behavior stabilization, and problem solving, and as an alternative to suspension or expulsion

SECTION 4109 REQUIREMENTS

The LEA will use technology to improve academic achievement and digital literacy for all students through the following strategies, which were funded through LCFF and General Funds:

- Teachers on Special Assignment (TOSAs) – TOSAs in the curriculum content areas support teachers in effective methods of including technology in their lessons
- CUE Technology Conference – teachers and administrators in the LEA attend this dynamic, multi-day conference to learn the latest in educational technology to inspire innovation in the classroom and promote 21st century learning
- GradPoint – students use technology to complete GradPoint online classes in the A-G curriculum requirements

- Digital Archive of Instructional Videos – created by the LEA by content-specific teachers, these online practice lessons provide students an interactive resource to enhance coursework and provide students with practice in the use of technology to facilitate learning
- Device-to-student ratios – the LEA uses LCFF funding to maintain a 1:1 device-to-student ratio in its court and community schools