

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Orland Joint Unified:

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.

OUSD has identified three overarching Goals within its LCAP: Conditions of Learning, Student Outcomes and Student and Family Engagement. OUSD will use Federal funds to advance actions and services in: Conditions of Learning: Teacher and Principal Quality to ensure high quality teachers and well trained administrators to implement evidence-based and standard-aligned instructional programs within a broad course of study to promote career Student Outcomes: Coherent Professional Development Plan to address achievement gaps, particularly for English Learners. Recent data for EL's has identified OUSD as a district in Technical Assistance for EL performance indicators on the CAASPP. Specific actions and services Federal funds will support: Expansion of the Two Way Dual Immersion Program, strengthening and expanding Advanced Placement offerings, a comprehensive TK and Kinder induction program in the year prior to enrollment with a significant family engagement component.

Engagement: The Student and Family Resource center was established in 2015 to provide a platform for internal and external services to students and families. Federal funds will be used to provide expansion of SFRC services, including a Student Wellness initiative to developed trauma informed instruction and care in addition to exploring and implementing restorative practices. The actions and services provided through the SFRC include leading the districts parent engagement strategies; including workshops, parent leadership development and support groups.

APPROVED BY CDE**Alignment**

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

Response from Orland Joint Unified:

OUSD will work with site and district administrators and School Site Councils to ensure programatic alignment between the LCAP and Federal Funds across each of the Federal Grant Program. OUSD's LCAP delineates Federal Grant programs and demonstrates alignment with local and state funding sources and district priorities.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

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

Contact Name

Ken Geisick

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A, Educator Equity

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

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

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

Educator Equity

ESSA SECTION 1112(b)(2)

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

Response from Orland Joint Unified:

All but one teacher in 18-19 at Orland Unified School District was appropriately credentialed for the subject area they teach- (0 ineffective teachers, 1 –out of field and 15 inexperienced). At Mill Street we have 1 out of field (that teacher is now appropriately credentialed) and 5 inexperienced teachers. That site has approximately 71% minority students and 82% low income students. Fairview has 1 inexperienced teacher. That site has approximately 70.3% minority students and 76.09% low income students. CK Price has 3 inexperienced teachers. That is approximately 69.1% minority students and 72.09% low income students. Orland High School has 5 inexperienced teachers. That site is approximately 61.7% minority students and

is approximately 66% low income students. Our Alt Ed program has 1 inexperienced teacher. That site is approximately 69.02% minority students and 86.07% low income students. We are a small district. School administrators along with some district level personnel support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors, and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning is happening in their classroom on a daily basis. There are no low income students or minority students taught at higher rates than other students by out of field/misassigned or inexperienced teachers.

OUSD uses the CDE's "Educator Equity Data Collection Tool." the Data Quest site at the CDE and information from the Glenn County Office of Education Credentials' Analyst. Reviewing the data from the five sites shows that they are fairly similar. Three of our five sites qualify for the CEP (free meal program for all students), while the secondary sites do not reach that threshold, although the Free Reduced Meal % is nearly 80% districtwide.

As a district with nearly 80% qualifying for Free and Reduced Lunch, low-income students are not taught at higher rates than other students by ineffective and inexperienced teachers. Our district has two elementary schools, one with a grade span of TK-2 and one with a grade span of 3-5. Although the 3-5 campus has a more seasoned and experienced staff, we launched a Dual Immersion program at the TK-2 campus three years ago, and due to the targeted BCLAD credential requirement for the program, there are more newer teachers in those classrooms. This is a parent choice program, with less Free and Reduced Lunch students, so this staffing model does not contribute to a disproportionate amount of low income students being served by less experienced teachers.

OUSD serves primarily White and Latino students. OUSD does not track students based on Language Status or grade level performance. Minority students are not scheduled in inexperienced teachers or out of field teachers at rates higher than their non-minority peers. OUSD does not have any out-of-field teachers. Each of the four comprehensive sites within OUSD serve different grade levels, so there is not an imbalance of inexperienced teachers serving one school in grades K-5 and a group of experienced teachers serving grades K-5 at a different site. We have two elementary sites: One serves TK-2 and the other serves 3-5. Based on the Dataquest website, at Mill Street, the TK-2 site, there are nine teachers with 2 years or less experience. At Fairview, our 3-5 sites, there are four teachers with 2 years or less experience. At the 6-8 middle school campus, there are seven teachers with 2 years or less experience. At the 9-12 campus, there are six teachers with 2 years or less experience. At the Alt Ed campus, there are 2 teachers with 2 years of teaching experience.

The information regarding teacher quality and credentialing is shared through the LCAP updates and input phases of the annual update. This information is shared in September at the School Board Meeting, and with School Site Councils and the DLAC meetings. We are proud to share that we do not have any disparities regarding Educator Equity.

In reviewing the data, the District has not found any disparities when they looked at the Equity Data process. All students are taught by credentialed teachers. Annually, prior to the opening of school, the District will review all staff credentials and assignments to make sure they are assigned properly. The District makes significant investments in Professional Development to

ensure all teachers are highly effective. The District funds all new teachers' participation in the induction program to clear their credentials.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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

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LCAP Federal Addendum System

Title I, Part A

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

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Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

Response from Orland Joint Unified:

The Alternative Continuation High School was identified as CSI primarily due to excessive suspensions. Prior to the CSI designation, the Continuation High School was a targeted assistance Title 1 campus and did not have a School Site Council. After the CSI designation this past spring, the Continuation High School established a formal SSC with parent and student representatives, in addition to staff representation. This was a significant step towards including parent voice in the governance of the Continuation High School. Additionally, the Continuation High School serves an average of 20 students daily. The SSC has met to examine the root causes of suspension and lack of student engagement in classroom instruction and participation in school. The results of the discussions at SSC informed the development of the CSI plan for the Continuation High School.

The Middle School was designated TSI for SWD and suspension. The SSC, including parent representatives of students with disabilities, examined the data and root causes of suspension. The discussion points were included in the TSI plan for the middle school.

APPROVED BY CDE

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

Response from Orland Joint Unified:

OUSD Response: OUSD has developed a Parent and Family Engagement Policy (BP: 6020), that reviews the implementation of Title 1 programs, parental involvement in the Local accountability plan, and activities and procedures for the engagement with family members at Title 1 schools. This policy has been developed and jointly agreed upon with parents and family members participating in Title 1 schools through the School Site Councils. The School Site Councils have been involved with reviewing and submitting the policy to the School Board for approval. The SPSA plan includes Title 1 funds that are used for identified activities. The School-Parent Compact is Included in each of the school site's SPSA plan, which has been mutually developed with the SSC parent representatives. The School-Parent Compact outlines the shared responsibilities between parents and the school staff for improving students' academic achievement and the strategies that the schools and parents utilize to reach this goal. The Compact emphasizes frequent communication between teachers and parents with focus on two-way communication. The parent and family engagement policy within the parent handbook is mailed to every family prior to the opening of school as part of the "first day packets." Additionally, the parent and family engagement policy is included in the secondary students' daily planners. Parents have frequent opportunities to review and receive copies of the policy; primarily through annual Title 1 Parents Nights prior to Back to School Nights at each of the sites. We assist parents and families to understand important topics, such as the challenging state academic standards, state and local assessments and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for the grade level and/or content area in secondary sites at back to school night.

OUSD Response: OUSD schools and parents will build and develop a partnership to advance student outcomes to meet the high cognitive and academic performance expectations based on the CAASPP. Each school site holds an annual Title 1 parent meeting to explain the funding stream, parents rights, student data and the school plan. The district offers high quality child care during parent meetings to encourage participation and remove barriers from parents attending. The meeting also reviews strategies for parents to monitor their pupil's growth and how to become involved in their child's education. Parents are encouraged to volunteer and participate in the various venues of governance such as the SSC and the District Advisory Committee. Each year, information regarding state testing is sent in two languages to the families of every student participating in the state testing program. Additionally, the 3rd-5th grade campus holds a parent night where parents have the opportunity to take the state testing practice tests to orient and learn the academic demands of

the annual test are at each grade level. During Back to School nights, teachers present an overview of the state standards, for their grade level, for parents.

OUSD response: OUSD's primary parent hub for communication, outreach, training and support is through the Student and Family Resource Center (SFRC). The District Social Worker and support staff train principals and parents on best practices to engage and sustain relationships with parents and families. The SFRC, in partnership with Padres Unidos, develops and administers an annual survey to gather parent input on their experiences at the schools, their relationships with teachers and support staff along with site principals and administrators. At the opening staff meetings prior to the first day of school, the SFRC and support staff, provides annual parent outreach and communications trainings for all teachers and staff. The goal of these trainings are to provide key ways to engage with parents, treat parents as partners in their child's education and role play likely scenarios for engaging with parents. Through the SFRC parent survey, OUSD has learned that communication is often times one-way between parents and teachers and that the office staffs are not as welcoming as they would like. OUSD has used this information to adjust staffing and conduct classified office staff training on customer service. Additionally, the SFRC outreach has increased parent participation in SSC, DLAC and Parent Club meetings and activities. Each campus has a bilingual services clerk to support outreach and translation services for all parent communications, including: IEP's, Newsletters, autodialer messages, grade reports and other relevant documents. Additionally, parents are supported at parent events through translators. The district website includes ADA accessibility features to ensure information is attainable to parents with disabilities.

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

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

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

Response from Orland Joint Unified:

CDE Question: LEA has four schoolwide programs (SWPs) and one targeted assistance school (TAS) program therefore brief descriptions of the educational services provided by the SWPs and TAS program are required.

OUSD has three schoolwide programs : Two elementary sites, one middle school campus, the continuation campus, and the high school alternative campus is Targeted Assistance.

At the two elementary sites, the SWP supports ELA and Math intervention teachers,

classroom instructional aides, classroom Instructional Coaches for Social Emotional Learning and EdTech, the Kinder bootcamp (summer program for incoming Kinders and parent orientation spring series for incoming families to OUSD. TK-5 students have access to expanded learning opportunities during summer break focusing on ELA and Math. Funds also support teacher professional development, and technology access for students.

At the Community Day School: Since CDS is a very small program, those funds were used to support purchase of high interest, low level reading materials to support the instructional needs of the students. Funds also support teacher professional development, and technology access for students.

At the High School Alternative Education Campus: Since Alternative Education High School Campus is a small program, these targeted assistance funds were used to purchase online subscription for skill building software to support acceleration of identified students along with a Life Skills curriculum. Funds also support teacher professional development, and technology access for students.

Neglected or delinquent: "N/A"

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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

Response from Orland Joint Unified:

CDE Question: LEA has one TAS program based on the 2018-19 Notification of Authorization of Schoolwide Program and 2018-19 Title I, Part A School Allocations reports in the

Consolidated Application and Reporting System (CARS), therefore a brief description of how the district and TAS identify eligible children for services is required.

OUSD Response: At the beginning of the year, we administered a basic assessment in Math and ELA and took the bottom portion of the list and used this process to identify and target the funds to support interventions for these pupils.

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

Response from Orland Joint Unified:

Original Response:

Addressing the needs of Socio-economically Disadvantaged students, EL's and Foster Youth is a high priority for OUSD. Over the past two years, OUSD has made significant investments into an infrastructure to support increasingly diverse educational needs of students. While academic and instructional actions and services have been previously outlined, OUSD believes in a community-schools approach to strengthening students, families and community.

Through the Student Family Resource Center, under the direction of a District Social Worker, a Community Collaborative was established in August 2016 to convene external agencies, non-profits and other interested providers. from CSU Chico, HHSA, Mental Health, faith-based and non-profit agencies. The Community Collaborative has brought new services to students and families from new clinicians and counseling services, adult education programs targeting Spanish- Lanuguage families, enrollment specialists for health services and new partnerships with CSU Chico, bilingual education, psychology and social work departments. During this school year, 12 new partnerships were formed which provide direct services to students and families and their services will be expanded into next year. The Board approved a post-intern salary schedule to employ former Social Work interns to provide direct series by facilitating student groups, engaging in youth development and working with families.

OUSD added a Social Emotional Learning (SEL) Instructional Coach to Mill Street School to support increased demands with students experiencing trauma. OUSD added a district-wide EdTech Instructional Coach to support increased student engagement though onsite classroom coaching for teachers. An external facilitator will work with the District Leadership Team to create a the OUSD Framework for student wellness. Also at Mill Street, an additional teacher was hired to provide an additional 1st Grade TWI Classroom and a 2nd Grade

classroom will be created. Program coordination time (extra duty rate) is provided to support the expanding TWI program.

Five years ago, each site was allocated a Foster Youth/Homelessness Liaison to work with the District Social Worker and the County Office of Education to identify and support Foster Youth and Homeless students with the support of the Director of Student Services.

Thank you for your response; however, please provide additional information regarding what the school district does with their reservation funds for homeless education. When adding more information to this item, please make sure that you utilize the same text box as your initial response. This will eliminate the deletion of any of your other responses.

Response CDE: The set-aside funds designated for homeless students are spent on classroom supplies/materials and sub release time for homeless liaisons who meet with individual students and families throughout the year. The funds also support attendance for the homeless liaisons at a monthly evening meetings and additional trainings offered by the COE.

APPROVED BY CDE

Student Transitions

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

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

Response from Orland Joint Unified:

OUSD has identified Early Childhood Education as a key strategy to developing essential academic skills with the newest students entering TK. Only 30% of incoming TK and Kinder families participated in some form of formalized preschool, primarily because of lack of access and lack of options within the rural community. in the 2017-18 school year, OUSD expanded TK slots for students outside the traditional TK enrollment months. OUSD has implemented two TK and Kinder transition programs:

Kinder Camp summer program to support incoming Kinder student and their families to prepare for transition into the school environment. Additional support for TWI students with a classroom for both incoming Kinders and Kinders going into First grade in Two Way Immersion. Kinder Camp Attendance for summer of 2017 was 82 students. Kinder camp was held for 16 days, Onsite teachers staffed the program including a site coordinator. This represents an increase of 30 student participants over prior year; a 37% increase.

Kinder FAACTS (Families And Children Together Through School) was launched in 2016 to provide support and partnerships with incoming OUSD families and students. Families attend

four evening sessions in the Spring and work together to learn the ELA and Math content at TK/Kinder and receive specific tools and strategies that can easily be implemented in the home. Families are instructed in either English or Spanish.

Orland High School added an additional Academic Guidance Counselor to assist with Career/College planning and an Independent Study Teacher to support the students enrolled in College Connection, a dual enrollment partnership with Butte Community College. The CTE Advisory provides input from industry on facilitating effective transitions from high school to career. Butte College partners with Orland High School to for the Tutor Me center (providing college mentors for academic skills development).

An 8th Grade to 9th Grade summer bootcamp was initiated to support 'at risk' youth who have not met the promotional criteria from Middle School. This program is supported by certificated and social work intern staff.

APPROVED BY CDE

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

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

Response from Orland Joint Unified:

Orland High School added an additional Academic Guidance Counselor to assist with Career/College planning and an Independent Study Teacher to support the students enrolled in College Connection, a dual enrollment partnership with Butte Community College. The CTE Advisory provides input from industry on facilitating effective transitions from high school to career. Butte College partners with Orland High School to for the Tutor Me center (providing college mentors for academic skills development).

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APPROVED BY CDE

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.

Response from Orland Joint Unified:

OUSD implements a system for identifying students under GATE. Annual testing occurs at the intermediate school for all students and for new students by parent-request. Parents also the the opportunity to request testing for GATE in middle and high school. GATE Students are supported through identified GATE teachers at the intermediate school and placed in clusters across the grade levels with the identified teacher(s). At the Middle School, GATE students have access to honors courses and electives. At High School, GATE students are encouraged to access Advanced Placement classes and Career Pathways and electives that support their gifts and talents. Each site has a GATE Coordinator to support student identification, coordinate co-curricular field trips and support the overall success of the GATE program. OUSD is invested in developing 21st Century learners; digital literacy is an essential skill for every student. OUSD has become a 1:1 student-device classroom environment. Through the support of fully staffed library programs at each school site, the EdTech initiative is supported by classroom teachers and an EdTech Instructional Coach.

APPROVED BY CDE

Title I, Part A Contact

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

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LCAP Federal Addendum System

Title II, Part A

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Professional Growth and Improvement

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

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

Response from Orland Joint Unified:

OUSD contracts with Riverside County Superintendent of School's accredited Teacher Credential program for the General Education Induction Program. The intent of the California Teacher Induction Program (CTI) is to build on the teacher preparation program and early experiences of each first or second year teacher in order to transform his/her academic preparation into practical success in the classroom. With a trained Reflective Coach (mentor teacher), the beginning teacher reflects on his/her teaching practices and his/her students' learning. The teachers participate in reflective conversations and classroom observations with their Reflective Coach in order to promote his/her success during the first years of their professional careers. We have implemented professional learning as a weekly collaboration

meetings, PLCs, to focus on analyzing student group achievement data for teachers, principals, and other school leaders. We are also working to plan engaging standards based lessons that incorporate structured student-student talk and academic conversations. We are also providing professional learning in the area of technology with the addition of an EdTech Coach and an SEL Coach. The coaching cycle of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. Additional professional development will be provided to support teachers attending ongoing county improvement networks and instructional rounds opportunities. For principals and school leaders we have contracted with a national expert for Leadership PD. The PD for administrators includes Instructional Rounds and classroom observation calibration. Additionally, the Admin Team is facilitating four district wide PD days with the assistance of our Admin Trainer. We have also contacted with an SEL expert to lead the SEL initiative to develop a multi year action plan. We have an LCAP survey that is given out to students, teachers, staff, parents, etc., which allows our staff members (along with anyone else) to evaluate our system of professional growth and improvement and allow us to hear from our staff what is needed to improve student success. Through the surveys, it was determined that we needed more professional development for our teachers on supporting Long Term English Learners, Social Emotional Learning and student talk and academic vocabulary.

APPROVED BY CDE

Prioritizing Funding

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

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

Response from Orland Joint Unified:

OUSD was designated as a District in Technical Assistance in December, 2017 because of the performance of EL students in math and ELA, in addition to high suspension rates for this same subgroup. Working with the County Office of Education, OUSD has refined and refocused the PD plans for 2018-19 and beyond. For Banking Days, UP Days and other PD opportunities, the focus will remain on English Learners. In the Spring, OUSD contracted with the Sacramento County Office of Education to conduct an external EL Program Review. The findings and data from this report will impact the type and frequency of professional development district-wide. Funds will be redirected to external trainers/PD'ers, extra duty rate for teachers and release and collaboration time within departments and grade level teams. All funds have been re-prioritized to support the highest percentage of children qualified by Socio-Economic status. Comprehensive support and targeted assistance will be in partnership with the MTSS grant and its support providers, the Glenn County Office of Education and its support as the Technical Assistance provider, and external experts working within OUSD to bring the necessary expertise to a TK-12 rural school district.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

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

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

Response from Orland Joint Unified:

OUSD uses data to define needs, set goals, plan interventions, and evaluate progress. OUSD uses technology to support the use of data in decision making and engages the school community (teachers, parents, students, administrators) in using data to analyze strengths and weaknesses and opportunities for school improvement. During teacher PLC days, as well as staff meetings, data are analyzed or discussed to help in determining what a student should be able to understand, do, or know at every grade level and in every content area. Teachers work together to determine the outcome or success levels for their students through analysis of several types of data such as standardized tests, student work, ongoing formative assessments, observations and portfolios. Data are also used and shared at every schools' Site Council meeting as well as at District Site Leadership Team, Admin Team meetings. Most recently, OUSD implemented a Board Data Dashboard to support the board's learning and analysis of data. Board meetings have become more data-rich. Data are shared throughout the school year to better facilitate the professional climate and organizational learning. After reviewing the data, a discussion and action follows to address the findings and the specific needs of students and programs.

APPROVED BY CDE

Title II, Part A Contact

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LCAP Federal Addendum System

Title III, Part A

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

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

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

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

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Response from Orland Joint Unified:

The District provides professional development to teachers that specifically supports instructional outcomes for English Learners with the goal that all will achieve English proficiency. We are committed to ensuring that all ELs have access to intellectually rich and comprehensive curricula as well as meeting the challenging State grade level and graduation standards. Essential for full implementation of evidenced-based EL instructional strategies, OUSD has focused on EL academic performance for the past three years. District-wide instructional strategies have been rolled out through mandatory and optional Professional Development days, Banking Days, PLC's and site based training and release time. Instructional strategies include: GLAD, graphic organizers to make meaning out of complex

content, Benchmark Advance EL supplemental instructional materials, Two Way Immersion strategies for EL's enrolled in the Dual Language Literacy strand, specific instructional strategies for LTEL's and training and coaching for designated and integrated ELD.

OUSD was designated as a District in Technical Assistance in December, 2017 because of the performance of EL students in math and ELA, in addition to high suspension rates for this same subgroup. Working with the Glenn County Office of Education, OUSD has refined and refocused the PD plans for 2018-19 and beyond. For Banking Days, UP Days and other PD opportunities, the focus will remain on English Learners. In the Spring, OUSD contracted with the Sacramento County Office of Education to conduct an external EL Program Review. The findings and data from this report will impact the type and frequency of professional development district-wide. Funds will be redirected to external trainers/PD'ers, extra duty rate for teachers and release and collaboration time within departments and grade level teams.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Response from Orland Joint Unified:

OUSD support supplemental online curriculum for immigrant students to core reading and academic language skills.. OUSD participates with Butte County Office of Education's Migrant Education program that also serves immigrant students and their families. Migrant Education provides classroom tutors during OUSD's Summer Learning programs.

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

Response from Orland Joint Unified:

In addition to the core ELA and ELD adopted curriculum, OUSD teachers have access to a variety of supplemental supports to assist our ELs with English proficiency. Among those available to teachers, we use Title III funds to provide Rosetta Stone licenses that assist newcomers with foundational English vocabulary and phonemic awareness. Two Way

Immersion, a dual immersion Spanish Language strand was launched in the 2017-18 school year, eventually building out through 8th Grade.

Title III funds support EL Site Coordinators with tracking the progress of our LTELs and RFEP students through the EL monitoring process.

OUSD contracted with the Sacramento County Office of Education to conduct an EL Program Review, in response to an FPM finding. This report will provide a road map for programmatic improvement for EL students. The Board of Trustees adopted the EL Master Plan in June 2019.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Orland Joint Unified:

OUSD provides ongoing professional development in support of English Language Learners and the Implementation of ELD programs. The Principals are supervised by the Superintendent and supported by the Director of Educational Services to ensure implementation fidelity. A new evaluation system is currently under development between the District and the Teachers' Association; this modernized evaluation program specifically addresses the achievement of EL's.

OUSD is in Cohort 1 grantee of the Multi Tiered System of Support adoption. Through the year long training modules and on site and support, OUSD Leadership is developing a coherent instructional program that addresses the MTSS Framework through the 3 Tiers of Instruction. Two instructional coaches are hired for the 2018-19 school year to support and partner with teachers to implement school and district wide EL strategies within Tier 1 instruction.

APPROVED BY CDE

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

Contact Name

Tracy Sailsbery

**Contact Phone
and Optional Extension**

530-865-1200

Optional Extensio

Contact Email

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title IV, Part A

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

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

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.

Response from Orland Joint Unified:

OUSD leveraged these funds to support the district's instructional technology plan and to launch a Social Emotional Learning (SEL) initiative. OUSD is working towards a one-to-one student -technology device environment and a portion of these funds were used to support a professional development day, prior to the opening of school, to continue to deepen teacher understanding and use of Google classroom and other instructionally related applications. OUSD is in partnership with Enterprise Elementary School District for the past several years to provide technical assistance and training for our teachers and our newly appointed EdTech Instructional Coach.

OUSD launched an SEL initiative in response to teacher, parent and student feedback about school climate, bullying and an increase in unproductive student behaviors. OUSD partnered with a state SEL expert to work with the district's leadership team, site principals and teacher leaders to develop a multi-year action plan to improve school climate and academic outcomes. Both the district's technology needs assessment and SEL initiative are reflected in the LCAP development and implementation plan.

At least 20 percent of these funds are used to support student access to a well rounded need education through an increased access to technology. Funds from Title IV are spent directly on teacher training and professional development. No hardware or software is purchased through these funds.

Additionally, at least 20 percent of these funds are dedicated to improving school climate through OUSD's district wide SEL initiative. These funds have been used to provide external consulting and expertise in partnership with the district to train and support teachers.

Evaluation of the effectiveness of OUSD's SEL initiative will be based on the California Dashboard and student engagement metrics (chronic absenteeism and suspension rates). Additionally, school climate metrics from the California Healthy Kids Survey will be used to determine levels of student connectedness and engagement at school.

To determine the effectiveness of OUSD's Technology plan, the district will evaluate student performance based on the ELA and Math achievement reported on the California Dashboard.

APPROVED BY CDE

Title IV, Part A Contact

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

approval of this section via email.

Contact Name

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233