

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

LEA Name

Orcutt Union School District

CDS Code:

42-69260-school code

Link to the LCAP:

(optional)

http://www.orcuttschools.net/departments/educational_services/local_control_and_accountability_plan

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 II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

(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 Orcutt Union School District employs Implementation Science and leverages the power of Professional Learning Communities to improve student achievement through the power of improved teacher instruction that is student centered and focused by the collective analysis of student learning. To that end, federal funds are used to target support for those students that qualify for supplemental services and the teachers that support them. The great majority of federal funds are allocated for two distinct purposes. The first purpose is direct support for struggling students that qualify for services through targeted, small group instruction. The second use of the funds is to focus on professional development using research based strategies with teachers in both first, best instruction (Tier 1) and intervention (Tier 2). This professional development not only includes workshops and training outside of the regular school day, but also instructional coaches at each of our schools, working directly with classroom and intervention teachers to ensure students have access to the core curriculum and targeted instruction to help them catch up. Schools with higher percentages of students qualifying for federal funds receive additional support above and beyond what all sites receive.

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.

In the Orcutt Union School District, there is one coherent plan for instruction and supporting students to reach their full potential, beginning with the District Strategic Plan which is directly aligned with the Local Control and Accountability Plan. Strategic planning of all state, local, and federal resources begins with a comprehensive needs assessment in areas of the eight state priorities. From the needs assessment, the district researches and defines specific goals and assigns state and local resources where appropriate. Each individual school plan is also directly aligned with these goals. Any activities designed for students must also closely align with the goals set by the district and supported by the sites. Once state and local funding resources are assigned and accounted for, federal funds are then used to layer the unfunded activities or increase services using current guidelines and regulations for the use of supplemental federal funds.

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.

Each school in the Orcutt Union School District is ranked based on poverty levels (low income as determined by families qualified for participation in NSLP) to correspond with data included in the Consolidated Application. Participating schools are selected based on their percentage of students participating in NSLP as reported in CALPADS. All schools above 40% are designated as Title I and receive federal funds.

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:

The equity gap analysis was conducted based on CDE's Data Quest and local information available on enrollment, low-income students, minority students, teacher workforce, and ineffective, inexperienced, or out-of-field teachers to ensure the equitable distribution of effective educators. The three schools with greater than the district average for percent minority and percent low income were determined to be the highest group and the three schools lower than the district average were used to calculate the lowest group. All inexperienced teachers in the respective group of schools were divided by the total teachers at the respective group of schools to determine the percent of inexperienced teachers for the group.

For ineffective teachers, an equity gap exists for the highest minority schools in the district (1.47%) but does not exist for highest low income schools (0%).

For inexperienced teachers, an equity gap does not exist for the highest minority schools (-5.12%) nor for the highest low income schools (-3.58%).

For out-of-field teachers, no equity gap exists for the highest minority schools (-2.59%) nor the highest low income schools (-2.59%).

The largest equity gap exists with ineffective teachers for both high minority schools. Staffing decisions are made with the best interest of students in mind and experienced, effective teachers are placed at high minority and low income schools whenever possible with the goal of achieving equity and also ensuring our students see a diverse teaching staff.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents and guardians are their children's first and most influential teachers and sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Each of our schools has a parent compact that is disseminated during parent/teacher conferences and is in the school handbook that outlines a variety of ways parents can get involved in their child's education and also get involved in decision making at the district and school levels. The LEA parent and family engagement policy was developed jointly with School Site Councils, English Language Advisory Councils, the District English Language Advisory Council, and Parent-Superintendent Council with additional input received at the Title I parent meeting. The policy is distributed annually to parents and family members of participating children during fall conferences when the program is explained, the compact is reviewed, and eligibility is shared.

Parent education events are held throughout the school year at every campus. The district partners with a local agency, Fighting Back Santa Maria Valley, to provide parenting courses and resources for families. Parents are encouraged to get involved at all levels. Representative parent groups meet regularly throughout the year to provide a forum for consultation with the district on all matters. The LEA also regularly schedules and holds parent education nights when topics such as the State academic standards, understanding your child's assessment results, accessing resources and intervention support, reading and literacy strategies to use in the home, math instruction and strategies parents and families can utilize to support students in learning math concepts in addition to hand-on sessions when parents learn how to access available online learning programs and how to monitor their student's progress. During many of these sessions, the parent and child attend together so that the strategies can be explained, modeled, and the parents can practice them with their child. We also offer evenings specifically designed to provide access to the technology used in the district's adopted curriculum so they can read books with their child that compliment learning occurring in the classroom. We also offer parent training on monitoring their child's use of social media, monitoring their child's use of technology, and monitoring their online presence. We also talk about being a positive role model for their child in their personal use of technology.

Our LEA has a very active parent community, and parents are encouraged to be partners in their child's education. Bilingual community liaisons at every school site provide a bridge to communication and involvement as they attend our parent education nights, evening school events, and conferences. Communication is sent home in the child's home language, and our schools use a communication platform that instantaneously translates two-way communication. Teachers receive professional development on developing relationships and also about cultural differences so they can better understand and appreciate differences. Regular meetings/communication takes place with parents of English learners, migrant parents, parents of students with disabilities, and foster/homeless families and caregivers. Parents are advised of resources they can request, and often times if staff is aware a parent that may need support will be present schedules that support to be present (i.e. bilingual community liaison, ASL interpreter, etc.). Our community liaisons make regular visits to the homes of our families to ensure they have access to the resources they need and they know how to communicate staff should a need arise.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP: N/A

TAS: Title I schools receive additional resources and are able to offer additional services to identified TAS students including targeted, daily small group intervention with a credentialed and trained teacher, regular progress monitoring to track success, support through a Teacher on Special Assignment, and additional in-classroom support within the core instructional program. Teachers working with identified Title I students receive additional professional development and coaching on-site with the support of an instructional coach trained in research based instructional strategies.

Neglected or delinquent: N/A

Students eligible for Targeted Assistance are identified through developed protocols which utilize assessment data. For grades TK, K and 1, data from screening tools, teacher observation, reading diagnostic assessments, and other benchmark tests are utilized. For grades 2-8, in addition to the tools used for TK, K and 1, the NWEA MAP assessment is utilized, and for grades 3-8 state standardized testing results are also used. Multiple measures are used to determine eligibility for Title I services, and a conference is held with the parent to review the parent compact, develop a plan for services and targeted intervention, and to gain consent for the student to receive services.

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.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Once a student is recognized as a homeless student, Orcutt Union School District provides the following services:

- continued enrollment at the school of origin
- transportation to school of origin if the child resides outside the school boundaries and cannot access the established bus routes.
- Child Nutrition is notified to begin free lunch services
- site staff is notified to have the student be referred to school counselor and/or FBSMV support staff
- Campus Connection is contacted if the parents indicated they are in need of before and after school care (free of charge)
- depending on the situation, OUSD through the Homeless Liaison reaches out to Transition Youth Services through SBCEO for additional support and guidance

Orcutt Union School District follows the requirements in the McKinney-Vento Act and the Every Student Succeeds Act.

Reservation funds for the education of identified homeless youth are used to support transportation costs as well as after school childcare if appropriate.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Regular articulation meetings take place between our middle schools and the local high school district. Administrators at all sites meet monthly to discuss programs and strategies for meeting the needs of struggling students. Teachers meet several times throughout the year to articulate in their content areas. Counselors talk frequently about individual student concerns and what has been successful in meeting the needs of at-risk youth. State and local funds are utilized to support these endeavors.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

The Orcutt Union School District employs Learning Sciences methodologies that permeate all professional learning throughout every level of the district. Areas of need are identified through student and staff data that is collected throughout the school year, including qualitative and quantitative data sources. The District's Management Team continuously analyzes data to determine areas of need which are the focus for Professional Learning Community meetings. These meetings are facilitated by the school site administrator and Teacher on Special Assignment working directly with school sites and teachers on Tier 1 and Tier 2 instructional practices.

The Orcutt Union School District Team provides effective and continual professional development for teachers via Teachers on Special Assignment (TOSAs), professional development opportunities throughout the school year, technology integration academies, and on-demand professional development. Teacher leaders participate in quarterly Leadership Team meetings along with their school site leader where data is extensively used and discussions are centered around student learning to build their capacity and the capacity of their grade level/department team. School departments/grade levels complete self-rating scales in multiple areas including: effective collaboration with peers and administrators, use of common formative assessments, implementation of multi-tiered systems of support, and effectively meeting the needs of students. School leadership teams meet at least monthly, often with other school sites to analyze current data and determine focus areas.

New teachers participate in a two-year induction program coordinated by the Santa Barbara County Office of Education. This program partners new teachers with veteran mentor teachers at their site.

New principals/site administrators participate in a two-year induction program coordinated by the Santa Barbara County Office of Education. All managers receive professional development on a monthly basis through scheduled professional development days which target identified areas of need in addition to participation in ongoing professional development that is subject specific. Our principals participate in training before initiatives are implemented at school sites, most recently in the Positive Behavior and Intervention Support Program, Professional Learning Communities, Adaptive Schools, and the effect school culture has on learning from multiple experts in the field. Additionally our principals meet monthly to discuss literacy practices and the teaching of reading in classrooms so they are well versed on what we are expecting from teachers also receiving the same training. Principals are also trained in the successful integration of technology using SAMR and they conduct walk through observations throughout the school year to monitor progress. Principals are trained in English Learner strategies and in the state standards and they conduct regular classroom walk throughs to monitor instruction. Principals are encouraged to attend training to further their skill sets and future career aspirations. The District has funded many of them to attend training offered by the Association of California School Administrators in the areas of Special Education, Curriculum and Instruction, School Business Certification, and Personnel Management. The District has also hosted these academies in the past to facilitate access for educational leaders. As a smaller school district with limited resources, most of our administrators and managers wear multiple hats which also affords them opportunities for professional growth.

The Orcutt Union School District evaluates its systems of professional growth and improvement through continuous analysis of the data and by surveying staff to determine their own identified areas of need. Adjustments are made based on this data and professional learning is scheduled, staff attend conferences/workshops, and we work with our local County Office of Education to schedule additional opportunities locally if there is a common interest. We also frequently partner with adjoining school districts to defray cost. It is not uncommon to have nationally and internationally known speakers come to train our staff, we believe strongly in high quality professional development that is ongoing and meaningful.

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:

Currently no schools have been identified for CSI or TSI.

Title II, Part A funding is distributed based on the identified needs of the students and staff served. Most Title II funding is utilized to pay for teacher and administrator funding on a district-wide basis such as bringing in an expert in an area identified through the analysis of student achievement data.

For example, when the student achievement data from 2018 indicated a need for instruction in the area of number sense within mathematics, a team of teachers and administrators discussed the best course of action to take to address the area of need. Several speakers were identified as possible presenters, and after reaching out to her, Jo Boaler came to the district to present the strategies she identified through research-based methods. As a result, many teachers and administrators are not only using these strategies, but they are participating in her online course and meeting with their colleagues to continue this work. This is an example of what has been done on a district-wide basis, and additional funding has been allocated to support ongoing learning. Funding is also allocated based on the needs of a given school site or subject area. New teachers and administrators are supported through Title II funding their required training to become fully credentialed. Schools with the highest percentage of children counted under Section 1124(c) receive priority for attendance at conferences and workshops as identified through student achievement data.

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:

Orcutt Union School District consults throughout the school year with stakeholders regarding improvement activities in the district. Regular meetings are held with the strategic plan steering committee which includes parents, teachers, classified staff, managers, students, and community members and input is solicited for multiple areas including professional development.

School site leadership teams meet quarterly to review data and provide feedback on areas of need, including professional development. Data includes benchmark data, progress monitoring data, and student achievement data reported on the California Dashboard. The Dashboard is only released once per year, the the data is continuously monitored throughout the year in each of the Dashboard's categories by administrators and school leadership teams. As a result, each school sets goals and action steps as part of the School Plan for Student Achievement and these goals are revisited quarterly based on up to date data. Each team also sets schoolwide goals for Tier 1 and Tier 2 instruction, part of this is professional development and capacity building steps they agree to implement such as professional book studies, visiting colleagues' classrooms, and discussions as part of their Professional Learning Communities. If there is training the staff identifies, Title II funds have been used to support attendance and participation in research-based activities.

Monthly meetings are held between the Superintendent along with other members of Cabinet and each school's Parent Teacher Association leaders. Parent leaders as part of the District English Language Advisory Council (DELAC) are consulted on a regular basis for feedback and input about instructional programs as well as other support services provided by the district and surrounding community.

Title II, Part A activities are coordinated with other related strategies, programs, and activities continuously including those activities contained within the Local Control and Accountability Plan as well as professional development that may be funded out of Title 1 funds. Each of these programs is coordinated by the Assistant Superintendent of Educational Services so there is a high degree of oversight and coordination of resources.

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:

This plan is funded through state funds as evidenced in our LCAP and through the use of Title I and Title II funds.

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:

N/A

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:

Title III funds are used to fund a Teacher on Special Assignment that works directly with classroom teachers on designated and integrated ELD as well as support for newcomers and LTEL students. The ELD TOSA focuses on instructional practices and provides support to classroom teachers by providing additional, supplemental high quality and research-based professional development strategies to improve EL instruction through coaching, modeling, and team teaching.

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:

The Orcutt Union School District ensures that elementary and secondary schools assist English learners in achieving English proficiency and meeting the challenging State academic standards by:

1. Ensuring appropriate placement of English learner students, including communicating with classroom teachers about each student's skill level and area of focus based on student data
2. Ensuring teacher capacity through professional development with the use of Teachers on Special Assignment (TOSAs) to deliver high quality professional development reaching all teachers, at all grade levels and content areas including administrators and support personnel. All staff in the Orcutt USD participate in Professional Learning Communities and the education of English learners is a regular agenda item where teachers discuss student learning data, best practices, and effective lesson design/strategies for English learners.
3. Ensure EL instruction, curriculum and intervention support as evidenced by master schedule, lesson plans, and clearly posted language objectives. The ELA/ELD standards and district adopted curriculum continue to be an area of focus and the work continues with the goal of full implementation.
4. Ensure EL instructional monitoring to improve EL achievement through the use of student data, the use of the Plan-Do-Study-Act (PDSA) continuum, regular discussions at the district and site level with Leadership Teams, and regular classroom walkthroughs.

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:

The LCAP and Annual Update Stakeholder Engagement process began with an examination of the Orcutt Union School District's Strategic Plan with multiple stakeholder groups. Stakeholders were invited to provide feedback on the plan goals, actions steps, and individual targets for each of the goal areas. Strengths and areas for future growth were identified through this process, and the targets will be revised and updated to reflect the feedback. Two stakeholder surveys were conducted in the Spring of 2019. The first surveyed stakeholders on each of the eight state priorities and the importance of each as viewed through their perspective. In the second survey, parents/guardians were asked to share their level of engagement in their child's school. The engagement of students in the development of the LCAP was a priority.

A thorough review of data from the 2017-18 and 2018-19 school year to date was analyzed prior to the Leadership Team meetings in March and April, 2019 where the data was shared along with the needs assessment and recommendations were made. The analysis included reviewing the prior year's actions and effectiveness in evaluating the current need in each of the 8 priority areas identified by the California Department of Education. This extensive and detailed document is included as an addendum to our LCAP.

Stakeholder groups, including parent leadership groups, DELAC, the district management team, district teachers, and collective bargaining units were consulted and asked to participate in an activity designed to gather their reflections and ideas around the LCAP which included a survey. An overview of the LCAP and each Strategic Plan/LCAP goal and action step was provided using an info-graphic, after which each participant was asked to complete a survey to provide feedback, questions, and suggestions for each goal.

In addition to the above meetings, consultation with the Special Education Local Plan Area (SELPA) regarding services provided to identified students with disabilities occurred over the course of several meetings including the SELPA Board meeting, a meeting with County Superintendents that took place with our Superintendent, and in consultation with the District's Executive Director of Special Education in conjunction with the district's PIR report.

Title IV funds will be used to provide additional services to English learner students in the Orcutt Union School District. Currently, the district does not receive a large amount of Title III funds and we have increasing numbers of English learner students, many of whom are newcomer or LTEL students. The program objectives and intended outcomes are to increase English proficiency. Newcomer and LTEL students have a case manager that oversees their programs and they each have an individualized path to proficiency that includes progress monitoring and MTSS supports. Effectiveness is evaluated continuously, and regular benchmark assessments are administered and monitored.

Orcutt Union School District offers multiple programs that support student access to a well-rounded education through the LCAP including music education, STEM, mental health support, access to targeted instruction, MTSS, and more. Title IV funds will be used to increase access to students through grade 12 in mathematics as well as the tools to literacy through additional supports provided in classroom instruction and additional small group, targeted assistance. It is the district's desire to increase participation in higher level math courses and to continue to have an equitable learning environment. Additionally, the District will provide access to English proficiency software and the necessary devices/connectivity to access the program(s) for identified students. The amount of funds designated for this purpose is approximately \$15,000.

The first Professional Development day for the 2019-20 school year will focus on Social Emotional Learning, specifically developing identity and agency in students with Dr. Doug Fisher coming to work with all district teachers, administrators and staff. While we have counselors at each of our school site dedicated to mental health, there is a strong desire to build resiliency and skills in our students as well as ensure our school cultures provide the best possible learning environment. The amount of funds designated for this purpose is approximately \$18,000 for speaker fees, materials/books for each participant, and follow-up workshops.