

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

## LEA Name

Orchard School District

## CDS Code:

43696336048185

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE I, PART D

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

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

*(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 Local Control and Accountability Plan (LCAP) outlines district priorities and initiatives for implementation in the 2019-2020 school year in order to enhance the overall quality of the instructional program provided to the students and families of the Orchard School District. Title I, II, and III funds will be used in conjunction with very specific LCAP goals and actions in order to provide financial support for the actions listed. Orchard School District has not received Title IV funds to detail use of.

## 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.

Orchard School District has made many efforts to align the use of federal funds with activities funded by state and local fund, and as applicable across different federal grant programs. The alignment is evident in the Orchard School District Local Control and Accountability Plan (LCAP), which details the use student-centered activities and how the funding will be used.

## 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.

Orchard School District is a one-school district. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to the one-school, Orchard School. Per the Fall 2018 CA School Dashboard, Orchard School District has close to 53% of students who are socioeconomically disadvantaged.

## 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:

Due to Orchard School District's status as a one-school district, Orchard takes the hiring and retention of high quality teachers as a priority. Orchard School District makes every effort to ensure that teachers with the proper credentialing are placed in appropriate assignments in order to avoid mis-assignments that would affect student progress, especially those students who are of low-income and minority. Furthermore, for inexperienced and ineffective teachers, there are structures in place to monitor improvement. Inexperienced teachers are offered the opportunity to go through the Beginning Teacher Support and Assessment (BTSA) induction process. This process allows for new and inexperienced teachers to work with a mentor on a weekly basis to complete required coursework for induction requirements. The certificated evaluation process exists to provide teachers with timely feedback on the instructional process. Teacher deemed ineffective through the evaluation process may have the opportunity to improve practices through the Peer Assistance and Review (PAR) program.

#### 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:



Parent and family engagement is a priority for the Orchard School District. The 2019 - 2020 Local Control and Accountability Plan (LCAP) lists parent and family engagement as one of its goals. The goal was created in conjunction with stakeholder feedback from parents and families during the LCAP feedback process in the spring of 2019. The action items under the LCAP parent and family engagement goal are listed as follows:

1.) Effectively share information and solicit parent input in decision making through a variety of means, including but not limited to automated phone calls, email, a monthly school newsletter, website and monthly Principal's Coffee. Whenever possible provide translation and interpretation for parents. Orchard School District utilizes these parent and family communication methods on a regular basis. Due to the fact that around 35% of families speak Spanish and Vietnamese as their primary language, Orchard regularly sends school-wide communications in Spanish, Vietnamese, as well as English so that information is accessible to families.

2.) Communicate student progress effectively and consistently through progress reports, report cards, parent teacher conferences, and parent portal training for middle school parents: The communication of student progress is mapped out throughout the school year so that parents and families get regular communication on student progress through the use of progress reports, report cards, parent teacher conferences, and other means of communications. Furthermore, Orchard School District uses an online parent portal for middle school parents so that they may view their children's grades. An annual training is done on the online parent portal to increase parent and family awareness on the use of the portal.

3.) Provide parent education classes to support family literacy, numeracy, and parenting skills in order to assist parents in taking an active role in the education of their children (e.g., Project Cornerstone): Parent education classes are a key component of parent and family engagement. Orchard School District has implemented the Los Dichos parent volunteer program for the past several years to have Spanish-speaking families read a story in conjunction with the classroom teacher in the classroom to increase literacy in the classroom each month. Other parent events have included a literacy night, as well as student technology use and a guide for parents on monitoring student technology use at home.

4.) Develop a plan to establish a parent resource center to support student learning: Feedback from the LCAP stakeholder feedback sessions included the idea of having a parent resource center so that parents can get support on how to foster learning at home. During the 2018 - 2019 school year, the SSC/ELAC group will create a subcommittee on parent and family engagement to work on the development of a plan for the parent resource center so that in subsequent years, it can be opened and available to parents and families.

## **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:**

Orchard School District is not a targeted assistance school program. Title I is school-wide. Therefore, there are school-wide structures to identify eligible children in need of services. This is done in conjunction with the Student Success Team (SST), which will review a student need and create an action plan for student success. This is done in consultation with the classroom teacher, school administrators, other school support personnel, and most importantly, the parents of the student.

## **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:**

Orchard School District provides support for homeless children and youths, as well as foster youth, under the McKinney-Vento Homeless Assistance Act. Upon enrollment, students who qualify for assistance receive a variety of support through the McKinney-Vento liaison for the School District. The liaison provides resources for the student to promote their attendance and success at school. This may include checking in with the student as needed or providing referrals to the School Attendance Committee or Student Success Team as needed. Through these programs, the students may receive attendance support such as phone calls home and access to bus passes as needed. Furthermore, the Student Success Team may be able to provide counseling and academic supports, such as after-school intervention programs if they are needed.

## **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:**

Orchard School District provides support to students undergoing grade level transitions. Orchard School District has an on-site early childhood education program called Champions, which is a fee-based program, as well as a Special Day Class (SDC) for Pre-School students who have an Individualized Education Plan (IEP) that delineates the need for Pre-School SDC. Furthermore, Orchard School District offers a Transitional Kindergarten (TK) program, which is a two year program consisting of TK and Kindergarten to transition students into elementary school. Since Orchard is a Transitional Kindergarten to Eighth grade school, Orchard also facilitates effective transitions for students from middle school to high school. This is done through regular communication with the high school staff on programs of assistance for students as they undergo the transition from middle school to high school. Among the communication and assistance includes placements in academic classes, as well as referrals for counseling.

## **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:**

Orchard School District facilitates the growth of gifted and talented students through the use of differentiation in the classroom. Teachers provide differentiated instruction to meet the needs of gifted and talented students.

Orchard School District has developed an effective school library program to provide students with an opportunity to develop digital literacy skills and improve academic achievement. Students in elementary school are given the opportunity to attend library classes once a week in which students learn a library-related skill and check out books. Furthermore, students have the opportunity to participate in the Accelerated Reader (AR) program to practice using their reading comprehension skills. Orchard School's librarian is able to collaborate with the librarian at the Santa Clara County Office of Education, which brings in further resources, such as additional books and authors visits to inspire Orchard students.

## **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:**

Orchard School District utilizes the Student Success Team (SST) model to provide interventions programs for children and youth who are neglected, delinquent, or at-risk. When a teacher identifies a particular concern for a neglected, delinquent, or at-risk student, the team will convene a Student Success Team (SST) meeting. At this meeting, which is comprised of school staff, the family, and in certain cases, the student, the team reviews the concern and creates a specific action plan for the student that is tailored to the individual student's needs.

### **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:**

There is no formal agreement between the Orchard School District and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, such as facilities operated by the Secretary of the Interior and Indian tribes.

### **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:**

Orchard School District currently does not have an delinquent children and youth participating in a facilities based program. In the event that it did, Orchard would have a school staff member act as a liaison to discuss the education program for the students.

### **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:**

The Student Success Team (SST) could convene to provide a successful transition for such children and youth by creating the student action plan and periodically meeting to review the student's progress. This program would be conducted under the advisement of school administrators.

### **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:**

In addition to the afore-mentioned Student Success Team (SST), Orchard School District would provide a school staff member as a liaison to evaluate the program for the student and work with school staff to determining any adjustments that might be needed.

### **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:**

Orchard School District sets a school staff member, typically an administrator, to coordinate any support services that may be needed in addition to the Student Success Team.

### **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:**

Orchard School District is a one-school district with students enrolled in grades TK - 8. Therefore, there are no partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities. Orchard School District does provide a variety of classes that a career and technical education programming, as well as counseling services, for students who may benefit from it.

### **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:**

There are no such formal agreements of this nature in place at this current time. However, Orchard School District is always willing to make formal agreements with outside agencies as needed for the benefit of the students.

**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:**

Orchard School District implements the Title I program through its school administrators. The school principal implements the activities for the program serving at-risk children and youth. This program is characterized by a rigorous academic program, as well as career and technical education opportunities through middle school elective options.

**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:**

Orchard School District works with a variety of government agencies. Should a child or youth returning from correctional facilities be enrolled at Orchard School District, Orchard administrators would work with the probation officers to provide an instructional program that supports the students learning and meet the child's individual needs. Furthermore, the classroom teacher(s) would be involved in the communication and educational planning for the child's learning.

**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:**

Orchard School District works with outside agencies to support a student's growth through an existing individualized education program.

**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:**

Orchard School District has a comprehensive expulsion plan for students who are unable to continue in a traditional public school program. This plan includes intervention options as alternatives to expulsion, as well as the steps and process that the district would take the finding alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

## **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:**

Orchard School District has systems of professional growth and improvement for place depending for its staff members. The distinct type of professional development varies based upon the staff members position. The following are professional development options available:

Teachers - Classroom teachers have a variety of professional growth opportunities. For new teachers, they may participate in Campbell Union's Beginning Teacher Support Assessment (BTSA) induction program. Part of the program's requirements are that teachers participate in a minimum number of professional development workshops. These workshops range on topics from classroom management to parent communication to instructional strategies and more. The workshops are developed specifically for new teachers. Furthermore, aside from BTSA, Orchard School district has a variety of companies to collaborate with in order to provide professional growth opportunities. The most noted one is the Santa Clara County Office of Education.

Classified Staff - Classified staff also have the opportunity to attend professional development. This is done in conjunction with the classified staff's supervisors and aligned with district priority, as well as student need.

### **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:**

Orchard School District's budget specifically sets aside funding to implement comprehensive support and improvement activities and targeted improvement activities for the highest percentage of children counted under section 1124(c). Due to Orchard being a one-school district, funds are allocated on an as needed basis.

### **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:**



In order to continually update and improve activities, Orchard School District has the following structures in place to regularly review data:

- Instructional Leadership Team (ILT): This was new in the 2018 - 2019 school year, Orchard School District will have a monthly instructional leadership team in which the focus of the ILT is to review data to evaluate effectiveness of instructional programs and activities. The ILT will then take action on next steps for continuous improvement in order to enhance the quality of the instructional program for Orchard students.
- Professional Learning Communities (PLCs): Orchard School District staff participates in monthly PLC meetings. The teams, composed primarily of classroom teachers, meet to review student data and determine instructional next steps. This may include planning lessons or activities for students based on the pacing guides of instructional content.
- Benchmark Assessment Windows and Results Oriented Cycles of Inquiry (ROCI): Orchard School District engages in a three times a year, benchmark assessment window in which students are assessed in reading, writing, and mathematics. Afterwards, school staff engages in a Results Oriented Cycles of Inquiry (ROCI), in which staff analyzes the data and creates a lesson based on the results of the data.

As evident from the structures listed above, Orchard School District regularly uses data to engage in a cycle of continuous improvement for its academic programs.

## **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:**

During the upcoming 2019-2020 school year, Orchard School staff will be participating in various professional development opportunities for classroom teachers, principals, other school leaders, administrators and other school organizational personnel in order to increase the quality of instruction for English learners as per the Title III program. The following is a list of pre-identified professional development opportunities:

- Local Control and Accountability Plan (LCAP)) 2018 - 2019: Per the Orchard School District (OSD) 2018 - 2019 LCAP, OSD will provide professional development (Ex. SEAL, GLAD) to support teachers in differentiation and effective EL strategies in order to support student communication, collaboration, critical thinking, and creativity.

Furthermore, Orchard School District actively seeks out additional professional development opportunities to provide to staff as they are made available.

### **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:**

Enhanced instructional opportunities for immigrant children and youth are being provided through a variety of means to students who are enrolled within the Orchard School District. Aside from the professional development for staff, which will enhance instructional opportunities for immigrant children and youth, there are also before and after-school programs devoted to English Language Development (ELD) instruction.

### **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:**

As per Orchard School District Title III program, English Language Development (ELD) walkthroughs will be conducted each fall and spring. The purpose of this activity is support the implementation of new learning stemming from professional development opportunities and provide staff with timely feedback on instructional strategies used for English learner students. Staff also participates in monthly Professional Learning Communities (PLCs) to support ELD instruction for English learners. After each benchmark testing cycle, staff participates in a results-oriented cycle of inquiry (ROCI) to review data from English learner assessment results, plan a lesson to meet EL needs, and reflect on instructional practices.

In the 2018 - 2019 school year, a new program for English learner students in the middles grades was offered as a course for students needing additional academic support to increase their English language proficiency and meet the challenging state academic standards. This course will continue in the 2019-2020 school year. The use of the English 3D curriculum and web-based Lexia programs will allow for rigorous instruction, as well as differentiation based on individual student needs. In conjunction with this program for middle school students, elementary students will have a 30 minute per day designated ELD block to provide students with specific time to focus on increasing their language proficiency. English learner students who need additional time from the designated block may be identified to participate in a before or after-school ELD class.

### **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:**

Due to Orchard's status as a one school district, the District Leadership Team (DLT) meets regularly to assess student achievement. The plan for English learners is detailed below:

Orchard School District has a robust plan for English learner students to achieve English proficiency based on the State's English Language proficiency assessment, which is consistent with the State's long-term goals, as well as for English learners to meet the challenging state academic standards. This progress is monitored in a variety of ways. English learner student progress is communicated at regular intervals during the school year. This includes report card and progress report periods, in which an English learner report card is distributed, parent-teacher conferences, as well as school-wide notifications on the status of the English learner program. These communications also align with the district's benchmark assessment windows to monitor progress. Each school year, an evaluation of the school's program is done via fall and spring classroom walkthroughs, as well as English learner progress review in order to determine reclassification.

## 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:**

Orchard School District does a variety of programs to support students and provide academic enrichment. Although it is important to note that while Orchard School District applies for Title IV funding, it has never received it in the past. However, the following list below details activities and programming for student learning.

A.) Orchard School District is composed of one TK - 8 school. Therefore, there are no partnerships with higher education entities. However, Orchard does have a variety of partnerships to support student learning. Among them would include the Santa Clara County Office of Education for school based professional development for staff. Other organizations include Recess 101 for a safe school recess program and Synopsis and ARM for support of the student STEM fair to integrate science into the curriculum.

B.) Orchard School District uses general funds to provide a well rounded education for students. Curriculum is composed of core academic subjects, as well as including the integration of science, art, and music.

C.) Safe and healthy student programming funds are generally taken through the general fund and used for activities, such as Health Connected curriculum and the Recess 101 program. New in the 2018 - 2019 school year will be the planning of a Positive Behavior Intervention Support (PBIS) program to create a safe and healthy school environment for students.

D.) Orchard School District's 2019 - 2020 Local Control and Accountability Plan (LCAP), the district intends to develop a plan to increase student technology use. Thus, it is the intent to use future funds towards the purchase of further computer hardware that will allow for more technology use in the classrooms. Orchard already uses general funds to provide computer software, such as web-based blended learning programs for student use at school and at home.

E.) As per Orchard's 2019 - 2020 Local Control and Accountability Plan (LCAP), the Instructional Leadership Team (ILT) will periodically evaluate the effectiveness of the activities carried out under this section based on the program's objective and outcomes. This will assist Orchard School District in determining next steps for the programs.