

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

LEA Name

Orange Center Elementary School District

CDS Code:

10-62331-6007009

Link to the LCAP:

(optional)

<http://orange.socs.net/vnews/display.v/SEC/District%20Information%7CPublic%20Information%3E%3ELCAP>

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

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Orange Center School District will employ the following strategies to increase or improve services to students, in order to maintain and extend services:

When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

Orange Center will continue to provide a School Psychologist services for 3 days a week.

Orange Center will continue providing a supplemental reading and writing intervention program and develop a systemwide math intervention program in the school year, in addition to supplying any student who is reading below a 5th-grade reading level, supplemental individualized guided reading instruction in addition to the use of Lexia for at least 15 minutes daily.

Orange Center will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategy training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students. A Dual Immersion Language Acquisition program will be continued in order to increase proficiency in English and Mathematics through a specialized program.

Orange Center will support teachers in opportunities for training in the following areas: Mathematics, Writing, CSET/RICA test preparation, Common Core Curriculum /Standards/Instruction, SPED IEP development and implementation, Classroom Management (Time to Teach) and student engagement/oral language production structures (KAGAN) .

Extending technology access to students past the school day.

Orange Center will continue to improve campus safety procedures by providing safety training, upgrading the campus public announcement system and installation of additional security cameras.

Orange Center will provide opportunities for teachers to form successful PLC groups and to plan lessons and units.

Orange Center will purchase Physical Education Curriculum.

Orange Center will provide students with supplemental music instruction.

Orange Center will provide an increase support services to SPED students in the general education classrooms.

Alignment

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

The district has supplemented actions and activities paid for through State funding with Federal funding to provide extended instruction, professional development, health services, academic interventions, school safety measures, and parent involvement opportunities.

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.

Orange Center School District uses the Free and Reduced lunch calculation to determine poverty criteria for the single school in the district.

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 Educator Equity section is not applicable to the LEA because the LEA is a single school district.

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:

The LEA parent and Family Engagement policy was developed by compiling information from stakeholders through district and parent meetings such as: School Site Council (SSC), Parent Advisory Committee for preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC), and the Parent Teacher Club (PTC). In addition, the district provides an additional opportunity for stakeholders to complete surveys in order to incorporate all parents needs into the plan. Upon creation of the plan, parents are invited to review a draft and continue giving feedback until an agreed upon plan is passed. The plan is made available through the district website and a paper copy is made available to all parents and family members of participating children.

The LEA provides assistance to parents of children served by the school, in understanding such topics as: State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children by providing parent conferences and parent meeting where pertinent topics are reviewed and explained. Parents are also given handouts which provide explanations of the state assessments and the importance of academic monitoring. The district also provides student study team meetings to families of children who are struggling academically, in which parents are given the information necessary for students to receive academic support.

The District provides parent/family engagement activities throughout the year which incorporate important topics such as literacy training, technology usage and digital citizenship, hands on skill building, mathematics skill building, engineering and science activities for the family and multicultural awareness activities. Parents are encouraged to attend with their children to enjoy curriculum and skills training in a family friendly and engaging environment.

The LEA educates its entire staff: teachers, specialized instructional support personnel, principals, and other school leaders, in the importance of family and parent interaction by providing articles and information regarding the importance of parent involvement in the educational system. In addition, all staff is provided with training on how to best work with parents and the importance of maintaining an appropriate and welcoming attitude when working with parents.

The LEA will provide opportunities for the informed participation of parents and family members with disabilities, and parents and family members of migratory children by: providing interpreters for hmong and spanish speaking families at school events, parent teacher conferences, and parent meetings. Bilingual liaisons are available daily and on campus to assist with any translating for parents. Liaisons call to inform parents of upcoming events and invite them to attend. translated documents are made available to all families who need translation. Parents of students who will miss school due to migratory travel are encouraged to meet with an SST team in order to assure that each students academic needs are being met and that the educational disruption is minimal.

Programs and activities where parents become involved and are an integral part of the school included The Migrant Education Program offered support to migrant parents throughout the school year by providing informational presentations on topics of interest to parents. Also, the After School Program and Parents Club provided opportunities for parents to assist them in becoming more involved in leadership and decision- making roles at the school site. By providing Hmong/Spanish translators and childcare at the meetings, more parents were able to attend and give input.

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:

LEA does not have any targeted assistance school (TAS) program thus this provision is not applicable.

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:

Orange Center School reservation funds for homeless education is used to provide outreach services and support for homeless students. Student study teams are provided to each student to assure that student is receiving all academic supports needed, in addition, homeless students may receive supplemental school supplies needed to complete work and projects at home. The site LVN also stocks materials that may be needed for basic personal hygiene that may be disbursed to students.

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:

All district preschool families are invited to participate in the K-8 activities established by the certificated Parent Engagement Team and has resulted in a significant increase in the number of parents of students from: Low Socio economic homes, English Learner homes, and students from all cultural backgrounds, who are participating in school sponsored educational events.

Preschool families are supported by Hmong parent and student school to home connection through a Hmong school liaison and this communication has directly affected attendance and academic support positively.

LVN increased parent communication and has assisted in preventive care for students, thus decreasing absences and assisting in early detection of illness. Health and wellness information pertaining to hygiene and puberty is being offered to all 5-6th grade students.

Preschool students attend a yearly visit to the kindergarten classes to help with transitioning.

Preschool students participate in many of the K-8 activities such as: Halloween costume serpentine, Christmas program, Fall carnival.

The first grade students participate in May Day dance activities and the Christmas celebration at the high school.

All 8th grade students are invited to participate in some high school programs such as: Jr. Health Institute where a high school teacher comes to the middle school and students also go to the high school for classes.

The 8th grade students are invited to: tour the high school, attend Orientation/Spring Parent Night.

In order to further promote a smoother transition from middle to high school and develop student familiarity, Orange Center chooses to sponsor events at the high school such as: Christmas program, May Day, 8th grade Promotion ceremony.

The high school deploys counselors to Orange Center to help students in choosing academic pathways.

The high school also promotes transitioning by sending: athletic team coaches, academic programs, cheer groups, choir groups, the Jr. Health Institute, POM Wonderful (supports and develops pathways in Agriculture and Engineering).

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 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 LEA plans to maintain or build upon its success in professional growth and improvement by continuing to offer the services provided in the LCAP and extending services to the following school year by utilizing student performance data, discipline data, attendance data, and by reviewing teacher and administrator needs assessment data.

Based on student achievement data collected and reported on the California Dashboard and from preliminary Smarter Balanced Assessment Data, the district will develop targeted professional development, based on specific student/teacher needs. The district offers up to 3 additional professional development days yearly, that are outside of the school year to address targeted core curriculum subjects. In addition, all certificated staff, meet weekly for 2 hours to receive targeted training and professional development in the areas of , ELA, Mathematics, History, Social Science, technology integration, student engagement, and English Language Development. These trainings are provided by district personnel and through contracts with the Curriculum and Instruction Division of the Fresno County Superintendent of Schools Office.

All certificated staff at Orange Center School are encouraged to complete a 5 day Kagan/Student Engagement training, in addition to a Time to Teach Classroom Management training, upon employment. These trainings are provided/offered to all incoming teachers.

In addition:

District Superintendent/Principal and additional administration (Vice Principal) is provided with monthly training in the area of leadership development and curriculum and instruction through contracted services provided by the Curriculum and Instruction Department of the Fresno County Superintendent of Schools Office. Individualized support is designed by review of a needs assessment based on student achievement data, evaluation of performance, and staff identification of desired areas of focus.

District EL Coordinator and Technology Coordinator are provided with Monthly professional development, in their respective fields, by provided by the Curriculum and Instruction Department of the Fresno County Superintendent of Schools Office (specific to their area of focus).

Newly credentialed teachers are provided with access to a state approved Induction Program which is administered by the Fresno County Superintendent of Schools Office. Induction coaches on the OC campus provide support and feedback through the continuous feedback model. Administration provides feedback as required.

All teachers are given the opportunity to provide professional development ideas and requests, specifically during the LCAP planning meetings, but are not limited to that time period. Teachers may request additional professional development and/ or support for CSET/RICA/BCLAD test preparation or study materials, in addition to content development. Upon approval, teachers can attend additional opportunities.

During the formal evaluation process or if informal observations or data indicates a specific need, teachers/certificated staff are offered targeted support opportunities in order to appropriately address improvement goals.

The professional development program at OC is evaluated, yearly, by reviewing data in the following areas: student academic achievement, student discipline, attendance, school climate. Additionally, information from parent and teacher survey results are reviewed. Upon review of the information listed, District administration and leadership, determines upcoming PL needs through a continuous improvement cycle review.

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:

In order to address the areas of greatest need and prioritize funding, the LEA will increase services and support to English Learner, Low Socio-Economic, SPED, and foster youth students as listed below:

In order to address needs, Orange Center will provide proactive school psychologist services to targeted students in the areas of mindfulness, anger management, conflict resolution, and the use of appropriate social skills with their peers.

The district administration and teachers will identify and recommend students most in need of services to a Student Study Team (SST) process to determine appropriate interventions. Interventions will be determined from programs and assessments such as: Lexia, BPST, ELPAC, SBAC, STAR reading, District Benchmarks in ELA/Math, Writing Assessments, ELA Unit Assessments, Math Unit Assessments, and teacher observations.

The Orange Center School District Dashboard Report and CSIS Information indicates that the Suspension Rate at Orange Center in the Fall of 2017 was 9.5% and decreased significantly in 2018 to -2% to 7.6%. In order to address the suspension rate, the district will continue to integrate and develop the Positive Behavior Intervention and Support Program for students who are at risk of suspension or expulsion. Current data (2017-2018) indicates that the suspension rate has decreased, thus encouraging us to maintain procedures and continuing to offer intensive behavior intervention opportunities and Student Study Team protocols. In order to maintain and extend services, Orange Center will continue providing School Psychologist services 3 days a week.

The Orange Center School District Dashboard Report and SBAC Data Reports indicate that student performance in 2017-18 in the area of English Language Arts was 25.5 below "Met", an increase of 16.5 points and 20 points below "Met" in 2018-19. Although student performance increased, the district addressed this area of need by implementing a supplemental reading and writing intervention programs in the 2018-2019 school year, in addition to supplying any student who is reading below a 5th grade reading level, supplemental individualized reading instruction through Lexia for at least 15 minutes daily.

The Orange Center Dashboard Report and CELDT/ELPAC data indicate that the English Learner Progress was 34.9% at level 4, 37.7% at level 3, 20.5% at level 2, 6.8% at level 1 in 2017-18. The percentage of English Learners making progress in English was 73.5% in 2018-19. In order to address the needs of the English Learners on the Orange Center Campus, the district will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategy training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students.

A Dual Immersion Language Acquisition program will be created and implemented in order to increase proficiency in English and Mathematics through a specialized program.

The Orange Center School District Dashboard Report and SBAC Data Reports indicate that student performance in 2017-18 in the area of Mathematics was 54.5 points below "Met", an increase of 12.8 points and 50 points below "Met" in 2018-19. Although student performance increased, the district addressed this need by implementing a supplemental math intervention program in the 2018-19 school year.

(Data collected from 2017 and 2018 Ca. School Dashboard)

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:

The Superintendent /Principal, Vice Principal, EL Coordinator, Technology Coordinator and Teachers work together at least 2 times a month to discuss student achievement data and to appropriate plan opportunities for professional growth in order to continue to provide students with appropriate support and instruction.

Paraprofessionals meet monthly with EL Coordinator and collaborate with assigned teachers to discuss training needs in order to best meet student needs.

The Fresno County Superintendent of Schools office offers a wide range of professional development opportunities based on district recommendations, staff is encouraged to attend these opportunities as need and opportunity arise.

Parents and community partners are invited to participate in program development through active engagement and participation in the site/district: LCAP planning committee, School Site Council, English Learner Parent Advisory Committee, Migrant Parent Advisory Committee, and Parent Teacher Club. These committees are designed to allow stakeholders to provide feedback and update and support activities funded by Title II part A.

The professional development program at OC is evaluated, yearly, by reviewing data in the following areas: student academic achievement, student discipline, attendance, school climate. Additionally, information from parent and teacher survey results are reviewed. Upon review of the information listed, District administration and leadership, determines upcoming PL needs through a continuous improvement cycle review.

Orange Center School has discovered a significant growth increase of 20.6 points, when compared to the previous years SBAC data, in the area of Mathematics EL's increased

Orange Center School has discovered a significant growth increase of 20.6 points, when compared to the previous years SBAC data, in the area of Mathematics EL's increased significantly 25.2, Socioeconomically Disadvantaged increased significantly 21.3, Students with Disabilities increased significantly 32.4, Asian students increased significantly 17.3, Hispanic students increased significantly 24.3 as measured and reported by the California School Dashboard.

In order to address the areas of greatest need, the LEA will increase services and support to English Learner, Low Socio-Economic, SPED, and foster youth students as listed below: The Orange Center School District Dashboard Report and CSIS Information indicates that the Suspension Rate at Orange Center in the Fall of 2018 increased 5.2 %. In order to address the suspension rate, the district will continue to integrate and develop the Positive Behavior Intervention and Support Program for students who are at risk of suspension or expulsion. Current data (2017-2018) indicates that the suspension rate has increased thus encouraging us to maintain procedures and continuing to offer intensive behavior intervention opportunities and Student Study Team protocols. In order to maintain and extend services, Orange Center will continue providing School Psychologist services 3 days a week.

The Orange Center School District Dashboard Report and SBAC Data Reports indicate that student performance in the Overall area of English Language Arts was Low (Yellow) 25.6 points below standard. Although student performance increased by 16.5 points, as listed on the Dashboard, the district will address this area of need by implementing a supplemental reading and writing intervention programs in the 2018-2019 school year, in addition to supplying any student who is reading below a 5th grade reading level, supplemental individualized reading instruction through Lexia for at least 15 minutes daily.

The Orange Center Dashboard Report and ELPAC data indicate that the English Learner Progress was 73.5%. In order to address the needs of the English Learners on the Orange Center Campus, the district will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategy training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students. A Dual Immersion Language Acquisition program was created and implemented in order to increase proficiency in English and Mathematics through a specialized program.

The Orange Center School District Dashboard Report and SBAC Data Reports indicate that student performance in the Overall area of Mathematics was Low (Yellow) 54.5 points below standard. Although student performance increased by 12.8 points, as listed on the Dashboard, the district will address this area of need by implementing a supplemental mathematics intervention program in the 2018-2019 school year.

(Data collected from 2017 and 2018 Ca. School Dashboard)

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:

The LEA plans to maintain or build upon its success in professional development by continuing to offer the services provided in the LCAP and extending services to the following school year by: Providing extensive training to teachers in the area of guided reading, the writing process, and lesson development in the area of Common Core Math. Providing supplemental support materials to enhance Common Core lessons.

The LEA will continue Common Core standard implementation and technology integration. The district provided professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCSS Curriculum and Instruction Department.

In order to address the needs of the English Learners on the Orange Center Campus, the district will provide an increased amount of Designated ELD and ELD training to teachers and instructional aides, in addition to Kagan strategy training in the area of ELD on how to best provide support to EL students.

Orange Center will support teacher opportunities for training in the following areas: CSET test preparation, Common Core Curriculum/ Standards/ Instruction, SPED IEP development and implementation, Classroom Management (Time to Teach) and student engagement structures (KAGAN).

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:

There are 17 certificated and highly qualified staff as well as an English Learner Coordinator, and Instructional Technology Coordinator and 4 instructional Aides to provide services . There are staff development days every Monday throughout the school year for professional development. All staff participate in Professional Development training in the areas of guided reading/writing and math, throughout the school year that consist of three rounds of instruction, lesson observation, and coaching.

Orange Center School has improved student performance by providing instructional aides providing ELs, along with struggling students, with small group instruction. By combining Time to Teach, PBIS, and Kagan strategies, Orange Center has increased student engagement, decreased out-of-school suspensions, and provided students a predictable discipline policy.

All students living in the Orange Center School District are offered transportation to school, home from school, and students participating in the After School Program reside in the district are offered transportation home.

Orange Center's on site LVN has provided students and families with an added sense of security knowing any health concerns will be medically monitored and addressed, as appropriate. The on-site LVN assists in communicating with families regarding immunizations and the school scheduled appearances of FCSS's mobile health van at Orange Center Elementary School to administer required immunizations or wellness checks.

Orange Center School District has participated in cohort 5 of FCSS & Fresno County SELPA Positive Behavioral Intervention & Supports for 4 years and has maintained the PBIS program on campus. Positive behavioral supports have been increasing during this time culminating in delivering individual behavioral interventions to students.

In order to continue the implementation and rigor of the Common Core standards, to meet the needs of targeted students, staff will be provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the writing process and other ELA standards.

Each trimester, Orange Center students in 6th-8th grade had the opportunity to select from elective courses such as: Choir, Guitar, 3D Printing, Coding, Lego Robotics, Debate/Speech, Photography, Drama, Multicultural Studies, Hip-Hop, Art, Yearbook, Ultimate Sports, and Leadership. Other electives 6-8 students had to choose from included Mariachi, American Sign Language, Clarinet, and Photo Voice.

All 4th-5th grade students who attend Orange Center, have received instruction in beginning music which incorporated learning how to read music and playing the recorder.

All TK-3rd grade students who attend Orange Center, received instruction in the area of early music.

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:

The LEA plans to maintain or build upon that success by continuing to offer the services provided in the LCAP and extending services to the following school year by:

The LEA will continue Common Core standard implementation and technology integration. The district provided professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCSS Curriculum and Instruction Department.

Staff was provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and Common Core integration through the use of Guided Reading and the Writing Process and other ELA standards.

To increase the number of English Learners who are reclassified, the district has provided English Learner intervention and support through the supplemental services provided by an English Language Learner Coordinator and instructional aides. The district has also provided professional learning opportunities to staff members who work with EL students.

The district administration and teachers will identify and recommend students most in need of services to a Student Study Team (SST) process to determine appropriate interventions. Interventions will be determined from programs and assessments such as: Lexia, BPST, ELAC, SBAC, STAR reading, District Benchmarks in ELA/Math, Writing Assessments, ELA Unit Assessments, Math Unit Assessments, and teacher observations.

Orange Center has increased the amount of School Psychologist days from 2 days a week to 3 days a week thus increasing services to students who need support in the area of socio-emotional development.

The LEA purchased materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allowed students to extend their learning beyond the school day through Chromebook checkout system (6- 8th grade) in the ASP that increased appropriate exposure to communication, collaboration and technology instruction for all students and staff.

Orange Center will provide an increased amount of designated ELD support delivered by highly trained Instructional Aides, in addition to Kagan strategy training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students.

A Dual Immersion Language Acquisition program was created and implemented in order to increase proficiency in English and Mathematics through a specialized program..

Creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.

Each trimester, Orange Center students in 6th-8th grade, had the opportunity to select from elective courses such as: Choir, Guitar, 3D Printing, Coding, Lego Robotics, Debate/Speech, Photography, Drama, Multicultural Studies, Hip-Hop, Art, Yearbook, Ultimate Sports, and Leadership. Other electives 6-8 students had to choose from included mariachi, American Sign Language, Clarinet, and Photo Voice.

All 4th-5th grade students who attend Orange Center, have received instruction in beginning music which incorporated learning how to read music and playing the recorder.

All TK-3rd grade students who attend Orange Center, received instruction in the area of early music.

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:

- (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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Orange Center Dashboard Report and CELDT/ELPAC data indicate that the English Learner Progress was 34.9% at level 4, 37.7% at level 3, 20.5% at level 2, 6.8% at level 1 in 2017-18. The percentage of English Learners making progress in English was 73.5% in 2018-19. In order to address the needs of the English Learners on the Orange Center campus, the district will provide an increased amount of designated ELD support delivered by highly trained instructional aides, in addition to Kagan strategy training in the area of ELD for all teachers and training for instructional aides on how to best provide support to EL students.

A Dual Immersion Language Acquisition program was created and implemented in order to increase proficiency in English and Mathematics through a specialized program.

Creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data.

The District will also provide professional learning opportunities to staff members who work with EL students.

In order to address needs, Orange Center will provide proactive school psychologist services to targeted students in the areas of mindfulness, anger management, conflict resolution, and the use of appropriate social skills with their peers.

Orange Center will develop a program to allow 6th-8th grade students to take home Chromebooks in order to extend learning past the school day.

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:

Orange Center has a partnership with Cradle to Career wherein the school pays for part of the program. This program strives to improve educational outcomes in communities across America by using data of early life outcomes to inform developments. Cradle to Career offers the opportunity for school children to receive free vision screenings and glasses at their school sites, if they are required, through their See2Succeed project.

Fresno County Superintendent of Schools (FCSS) provides a comprehensive After School Program (ASP). The effectiveness of the After School Program is evaluated yearly through data collection and reporting on an ASP report card. Since we receive less than \$30,000, we are putting the funds from Title IV into supporting well-rounded education under Section 4107. When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA, ELPAC, RESULTS, and STAR Reading.