



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Wednesday, June 26, 2019 at 5:15 p.m.

**This meeting will be held in the downstairs conference room at the District Office,
2211 Washington Avenue, Oroville, CA 95966**

District Core Beliefs

We believe:

- Every student can learn and learns at their own pace.
- Active engagement of students by caring adults is key to helping students achieve.
- Every student should have access to services and supports to enhance their learning experience.
- Every student should be exposed to college and/or career opportunities.
- Every student should learn the skills necessary to succeed in post-secondary education or in a career path.
- Every member of the learning community deserves to be part of a safe, caring and nurturing learning environment and should be treated with respect, dignity and worth.

BOARD MEMBERS:

Scott Damon, President
Bonnie King, Vice President
Nannette Walker, Clerk
Amber Englund, Trustee
Ray Sehorn, Trustee

DISTRICT ADMINISTRATION:

Dr. Corey Willenberg, Superintendent
Susan Watts, Asst. Superintendent/CBO
Kevin Simas, Director of Education
Jeff Ochs, Director of Alternative Education
Dan Ramos, Principal, Las Plumas High School
Cristi Tellechea, Principal, Oroville High School
Dennis Spasbo, Continuation School Principal

Agenda materials are available on the district's website (ouhsd.org) and for inspection at the following location:

Superintendent's Office
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966

In compliance with the American with Disabilities Act, if you need special assistance to participate in these meetings, please contact the Superintendent's Office at 538-2300, ext. 1107. Notification 48 hours prior to the meeting will enable to district to make reasonable arrangements to ensure accessibility to these meetings.

ALL MEETINGS ARE RECORDED

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR MEETING AGENDA

Wednesday, June 26, 2019, 5:15 p.m., District Office, 2211 Washington Avenue, Oroville, CA 95966

CALL TO ORDER

ROLL CALL

Scott Damon, Amber Englund, Bonnie King, Ray Sehorn and Nannette Walker

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are limited to three (3) minutes per person and fifteen (15) minutes per subject.

NEW BUSINESS

1. 2019/2020 Local Control Accountability Plan (LCAP) (Willenberg)

A public hearing was held on this item at the June 19th board meeting. There were no changes made to the document. The Local Control Accountability Plan is now being presented for approval.

Recommend approval

Enclosure

2. 2019/2020 Federal Local Control Accountability Plan (LCAP) Addendum (Willenberg)

A public hearing was held on this item at the June 19th board meeting. There were no changes made to the document. The Federal Local Control Accountability Plan Addendum is now being presented for approval. **Recommend approval**

Enclosure

3. 2019/2020 Original Budget (Watts)

A public hearing was held on this item at the June 19th board meeting. There were no changes made to the document. The budget is now being presented for approval. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JUNE 19, 2019

4. **Out-of-State Travel Request (Willenberg)**

Las Plumas High School is seeking approval for Celeste Dunn to attend a Teaching and Engaging with Poverty in Mind workshop in San Antonio, TX, from July 15th – 17th. All expenses will be funded by Title I.
Recommend approval

Enclosure

5. **Personnel Assignment Order**

Approval is requested for the following Personnel Assignment Order:

Certificated

Ginny Bangar
Math Teacher
Step/Class 1/II \$47,907
Effective 8/12/2019

Emily Corona
Science Teacher
Step/Class 1/IV \$51,328
Effective 8/12/2019

Classified

Jacob Wallin
Change from Computer Tech 3.75 hrs/day to
Education Technology Specialist 8.0 hrs/day
"Y-rated" at Step/Column 29/D \$26.66
Effective 7/1/2019

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **July 17, 2019**, at 5:30 p.m. at Prospect High School.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: June 7, 2019
Subject: Local Control Accountability Plan-Federal Addendum

The Federal Department of Education requires an addendum to the Local Control Accountability Plan be presented to the Board before submission. Board Action on this item will take place at the June 26, 2019 board meeting.

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

LEA Name

Oroville Union High School District

CDS Code:

04-61515-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The Oroville Union High School District (OUHSD) uses federal funds to supplement and enhance local priorities. We use our federal dollars to assist students with counseling, mental health services, extra academic support in both general education classrooms and special education classrooms. OUHSD also uses federal funds to provide summer school for students who are not on track to graduate. OUHSD uses supplemental funds to improve and enhance safety and technology infrastructure, such as security cameras, fences, adding wireless access points, improving fiber connectivity to all of the district's schools and purchasing Chromebooks for students to use to augment their instruction in 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.

OUHSD uses federal funds to support instructional activities in classrooms. Funding is used consistently with the rules attached to the funding source. In most cases, if the categorical funding was not available, the district would probably not support the activity.

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.

OUHSD has trained staff in the implementation of the California Common Core State Standards in 2012. The district has identified essential standards in core academic areas and determines supports needed to meet the needs of all students. OUHSD uses NWEA's Measure of Academic Performance (MAP) to assess students in ELA and math. Students that are determined to be at risk of not graduating are referred to the OUHSD Student Achievement and Attendance Team (SAART). The SAART team tries to match the student and family with school and community resources that can assist students to attend school, earn credits and eventually graduate.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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).

OUHSD believes that students need to attend school to be successful. If students attend, then the school can get them needed supports to assist them with academic needs, as well as socio-emotional supports. We have implemented an In School Suspension program which has reduced at home suspensions. OUHSD staff has also explored alternative means of discipline, that do not remove students from the classroom for an extended amount of time. OUHSD also has counselors at all schools, a district social worker and a behavioral specialist at alternative education schools to address social-emotional issues that may lead to discipline incidents if not addressed by staff. As part of the process to address findings of Significant Disproportionality in Special Education, OUHSD coordinated and hosted multiple stakeholder meetings to review discipline policies and practices for all students. Site and district administrators are engaged in revising discipline practices in order to allow for more restorative approaches to discipline.

Career Technical and Work-based Opportunities

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

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.

The Butte County Office of Education used to support work based learning opportunities for CTE students. In 2016, OUHSD took back all of the Butte County CTE programs and have been implementing work based learning opportunities as appropriate in all of our CTE programs. CTE teachers monitor the students while in the workplace with support from the district. OUHSD is also working with community partners, such as the County of Butte, All Metals, Metalworks and the SPCA to provide students workplace experiences, as well as talk to students about career opportunities in their organizations.

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.

OUHSD uses Title II funds to provide teacher induction programs to first and second year teachers. OUHSD partners with the San Diego County Office of Education to provide an induction program to all inexperienced teachers in the district. Title II funds are also used to support professional development activities for teachers which help with integrating technology into classroom lessons, improving student engagement in classrooms and/or strengthening instruction. OUHSD also partially funds instructional coaches in English, Social Studies, Math and Special Education with Title II funds.

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.

OUHSD solicits parent, family and community engagement through membership in school and district committees, such as School Site Councils, ELACS, DELACS, Superintendent Advisory Council, athletic boosters, and PTSA to name a few. OUHSD uses its website and social media to advertise meetings and events. OUHSD has a partnership with the Hmong Cultural Center and reaches out to them to assist the district in supporting our Hmong students and families. OUHSD also invites parents, community members, staff and students to LCAP Stakeholder meetings as the district reviews and revises the Local Control Accountability Plan. The declining number of English Learners in our district led to a decline in our district's Title III funding. As a result, OUHSD entered into a consortium with the Sutter County Office of Education, which now serves as the fiscal agent and administers OUHSD's Title III funds. The Sutter County consortium directs the funds toward professional development that is available to our district English Language Development staff.

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.

Poverty criteria is not used to determine school attendance areas in the Oroville Union High School District. The poverty levels of the families in the district are distributed fairly evenly throughout the communities served. OUHSD had 1,647 (74.8%) Socioeconomically Disadvantaged students in all schools in the district. Oroville High School had 140 (15.9%) Socioeconomic Disadvantaged students and Las Plumas High has 149 (14.7%) Socioeconomic Disadvantaged students.

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:

100% of the teachers in the Oroville Union High School District are appropriately credentialed for the subject areas they teach. School Administrators support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning in their classroom on a daily basis. When reviewing OUHSD's Equity Gap Analysis, due to the small number of teachers at Community Day School, 3 out of the four teachers (75%) meet the criteria for classification as "inexperienced" as defined by ESSA regulations.

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:

All OUHSD schools solicit and encourage parent and family engagement. Schools have parents participate on School Site Councils, accreditation visits, athletic booster clubs, Parent Teacher Student Association (PTSA), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), Superintendent Advisory Council (SAC), and Local Control Accountability Plan (LCAP) meetings. OUHSD also uses social media (Facebook and Twitter), the OUHSD website, text messages, phone calls and emails to parents to keep them informed on their child's progress in school, as well as inform parents of events happening at the schools.

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:

77 % of Oroville Union High School District students are Socioeconomically Disadvantaged. All schools in the the district operate Schoolwide programs and follows the regulations as outlined in the Every Student Succeeds Act (ESSA).

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:

4% of the Oroville Union High School District meet the criteria as "homeless" as outlined in the McKinney-Vento Homeless Assistance Act. OUHSD collaborates with the Butte County Office of Education and local community agencies to provide McKinney-Vento students the services needed for them to be successful in school. This includes breakfast and lunch, home to school transportation, clothing, backpacks and toiletries.

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:

OUHSD has partnerships with the Butte-Glenn Community College District and the California State University, Chico. Students are able to visit both institutions multiple times during their time in high school. Staff from the college and the university provide outreach to OUHSD staff and students for financial aid, admissions and programs available at each school.

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:

OUHSD uses funding from multiple sources to ensure that the libraries at each comprehensive high school contain appropriate reading material and reference material available to all students. Each library also has two computer labs and access to the Internet and are available for student use on a daily basis.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD does not participate in Title I, Part D.

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:

OUHSD contracts with the San Diego County Office of Education to provide induction services to our beginning teachers. We use federal funding to pay for the cost of the program for each teacher and stipends for the supporting teachers. OUHSD pays for our administrators to complete the Tier 2 portion of their credentials. OUHSD has brought training to each school site to assist in the development of their teacher leadership teams (guiding coalitions) to strengthen the Professional Learning Communities and collaboration at each site.

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:

All schools in the Oroville Union High School District have over 40 percent of their students qualifying for free or reduced lunch. 77% of OUHSD students are Socioeconomically Disadvantaged.

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:

OUHSD uses NWEA's Measure of Academic Performance (MAP), benchmark assessments in core academic areas and California School Dashboard Indicators as data points to inform instruction for all students.

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:

OUHSD uses California School Dashboard data to determine professional development needs for all staff in the district. OUHSD uses professional development presenters and providers that have experience working with high school teachers. OUHSD is targeting ELD, SPED, math, science and English as areas that focused professional development will take place. OUHSD also works with individual administrators to select professional development opportunities that will help them grow as professionals. National recognized speakers (i.e. Kate Kinsella, Doug Fisher) present workshops throughout the year on best practices in English Learner Instruction to teachers and administrators within the consortium. These workshops are supplemented by on-site coaching and the use of tools that focus on building and supporting a rich academic vocabulary program. ELD coaches and lead teachers work with the Sutter County Office of Education Title III Coordinator throughout the school year to improve planning, conduct observations, and focused coaching on language development and writing.

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:

OUHSD uses federal funds to fund an EL coordinator for the district. The EL Coordinator works with teachers to make sure students are appropriately placed in English classes. Students receive appropriate accommodations in their classes and are assessed with ELPAC at the beginning of the school year. Students are appropriately reclassified.

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:

All teachers use strategies in their classrooms to address the needs of all students. All teachers have received training during their credential program on working with English Learners. OUHSD offers support classes for students classified as English Learners in ELD Beginning Reading, Advanced Grammar and Accelerated ELD 1. ELD teachers focus on instructional techniques that assist students strengthen their reading, oral language and writing skills. Consortium member districts are implementing the Academic Vocabulary Toolkit from Dr. Kate Kinsella, along with locally adopted curricula to support language acquisition, improve English Language proficiency and support English Learners and LTELs in meeting the challenging state academic standards.

The Title III Coordinator from the Sutter County Educational Services Department provides 1:1 coaching to teachers and administrators of consortium LEA's that support the use of the ELD standards through a coaching model and a cycle of ongoing reflection. This coaching focuses on providing support for LTEL students and students at risk of becoming an LTEL, as well as acceleration of the language and development of English Learners.

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:

OUHSD has an ELD population of 4% (87 students). On the Fall 2018, California School Dashboard indicator, 30.5% of the District's English Learners were deemed Well Developed, 44.10% were deemed Moderately Developed, 22% were deemed Somewhat Developed and 3.4% were deemed Beginning. OUHSD administers the English Learner Proficiency Assessment of California (ELPAC) to assess student progress in becoming proficient in English. Students are scheduled into ELD and English classes based on their ELPAC scores and their Measure of Academic Proficiency (MAP) scores. OUHSD has a teacher coordinate the ELD program district-wide in order to ensure that both students and teachers are supported. Customized professional development service plans are developed in partnership with member districts and stakeholders to support teachers and administrators on the implementation of the California Standards in ELA in tandem with ELD standards to improve Designated and Integrated ELD services.

Member districts participate in training to administer the ELPAC as well as specific learning modules on how to utilize data collected from the ELPAC and other state and local measures, to ensure that students are meeting English acquisition progress goals. Data reported on the LCFF Evaluation Rubrics (California Dashboard) is reviewed with member districts to determine students are meeting achievement goals within the challenging state academic standards along with English Learner Progress.

Member districts develop LCAP goals based on ongoing stakeholder input to ensure that concerns identified by stakeholders are addressed and prioritized. ELAC committees have been formed in each member districts to target outreach to parents of English Learners to improve attendance at district events and workshops. Specific LCAP goals have been established by districts to increase parent participation.

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:

OUHSD uses the Local Control Accountability Plan (LCAP) to guide instruction and services to students in the district. Yearly, OUHSD gathers data on suspensions, expulsions, absenteeism, academic achievement, graduation rates, appropriately credentialed teachers and sufficient instructional materials and presents that information at multiple public forums. The district also seeks guidance from all stakeholders in the community to assist us in providing quality educational experiences for all students. The three goals that drive educational decisions in the Oroville Union High School District are: 1) Quality Educational Experiences for All Students, 2) Safe and Nurturing Environment for All Students, and 3) Prepare students to be Critical Thinkers in the 21st Century.