

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

LEA Name

Oceanside Unified School District

CDS Code:

37-73569-0000000

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 Oceanside Unified School District has three LCAP goals:

1. Advance academic achievement so all students graduate prepared for college and career
2. Support social emotional and physical well-being in order to create safe and positive learning environments
3. Nurture meaningful family and community engagement

Data analysis to determine areas of strength included the California School Dashboard (ELA indicator), local data, educational partner input, College/Career indicator, positive perceptions of staff, school safety, students' social emotional needs, and family engagement activities. Data analysis also identified areas of focus, which include the following: consistent systems, practices, and expectations for pedagogy, curriculum, discipline, interventions, communication, common assessment tools and student progress monitoring; staff to support sites; professional learning to improve instruction; and staff to address students' social emotional concerns. Data for student groups in need of learning acceleration indicate that effective professional learning is needed along with additional services to ensure all students have access to and are successful in a broad course of study.

The District developed LCAP goals, actions/services, and expenditures to build upon strengths and address areas of need. Local Control Funding Formula (LCFF) dollars are used to provide the Base Program for all students. LCFF Supplemental/Concentration (LCFF S/C) funds are used for Supplemental Services to meet the needs of Low Income, English Learners, Foster Youth, and Homeless students. Federal funds provide Targeted Supplemental Supports to specific student groups, including students at risk of not meeting the state academic standards. The actions/services selected for use with federal funds align with and supplement the actions/services provided with LCFF dollars by offering additional services, particularly for multilingual learners and those in need of learning acceleration.

For Goal 1, the Base Program includes staffing, offering a broad course of study, technology infrastructure, counselors at secondary schools, standards-aligned instructional materials, services for students with disabilities, and basic operating expenses. Supplemental Services include staff to oversee and coordinate programs and monitor student progress, college/career awareness activities, enrichment options, Career Technical Education pathways, alternative education programs, and professional learning on content standards.

The Base Program for Goal 2 includes clean and maintained facilities and addressing the physical safety of students by providing security staff, crisis response coordination, crisis and safe school plans, and regular crisis drills. Supplemental Services include designating staff members to provide sites with social emotional, behavioral, and attendance supports.

The Goal 3 Base Program provides families with opportunities to participate in site/District advisory committees and to provide input on decisions. The Supplemental Services offered include School Community Advisors at each site to engage families and providing parent information/engagement meetings.

Targeted Supplemental Services utilizing federal funds have been added to support the actions/services for each goal. These actions/services have been included in the LCAP to provide educational partners with an understanding of how all programs work together to improve student academic achievement.

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 LCAP is updated annually based on data analysis and the results of the community partner engagement process to identify and address needs. Since actions/services for all funding sources are in the LCAP, the annual review process also evaluates the effectiveness of the federal programs and new/revised actions using federal dollars to support the newly identified needs. Each site also updates the School Plan for Student Achievement (SPSA) annually to address the needs of their students. The goals included in site SPSAs are aligned with those in the LCAP.

The District includes actions/services for all funding sources, LCFF, LCFF S/C, federal dollars, and any significant grants in the LCAP. All funds have been included because it describes how the different actions/services work together to address student needs and provides greater transparency for how funds are allocated. There are three actions for each goal, with the first action describing the Base Program using LCFF dollars, the second action outlining the strategies for Supplemental Services using LCFF S/C funds, and the third action describing federal dollars and grant funds providing Targeted Supplemental Services.

Through data analysis, several areas of need were identified: the lack of consistent systems, practices, and expectations for pedagogy, curriculum, discipline, interventions, and communication; the need for common assessments and systems to monitor student progress; staff to support sites; professional learning to improve instruction, and staff to address students' social emotional concerns. As a result, OUSD will focus on cultural proficiency, data driven actions, and using two-way feedback to improve instruction. Actions/services in the LCAP align with these focus areas. The specific actions/services funded with federal funds to provide Targeted Supplemental Services for identified students are listed below:

For Goal 1, the Base Program and Supplemental Services are enhanced with federal dollars to offer the following actions/services:

- Title I: professional learning for staff on evidence-based strategies; site-determined supports and interventions to assist students in meeting the state standards; Teachers on Special Assignment (TOSA) to support professional learning and provide coaching for teachers; designated central office staff members to support the implementation of federal programs; and MTSS TOSAs to collect data, coordinate assessments, monitor student progress, and oversee interventions and support programs for students in need of learning acceleration
- Title II: professional learning and coaching for teachers and administrators to support effective instruction
- Title III: professional learning to support instruction for multilingual learners and intervention teachers for students at EL levels 1 and 2 to assist with accessing content
- Title IV: integration of technology to support a well-rounded education and improve conditions for student learning

In Goal 2, the actions/services using federal funds to support the Base Program and Supplemental Services include:

- Title I: support for homeless/neglected students such as bus passes, school supplies, designated staff to serve as liaisons, and mental health providers to address students' social emotional well-being.

For Goal 3, Targeted Supplemental Services using federal funds to enhance the Base Program and Supplemental Services include:

- Title I: Family Engagement TOSA and clerical support to assist sites with improving communication and implementing the Parent and Family Engagement Plan, including engagement opportunities/workshops/activities for parents to support their students at home.

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.

Provision addressed in the Consolidated Application Reporting System.

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:

Oceanside Unified School District conducted an Equity Gap Analysis by reviewing teachers' credentials and assignments to determine the number of ineffective, inexperienced, and/or out-of-field teachers throughout the District. We ran CALPADS and DataQuest queries. The number of low income and minority students at each site was entered onto a spreadsheet and compared to the number of ineffective, inexperienced, and/or out-of-field teachers.

The analysis indicated that the District does not have any significant disparities across sites. Approximately 0.062% of teachers are not appropriately assigned as of mid-year 2021-2022. Inexperienced teachers are distributed across all campuses with no campus having a significant percentage of inexperienced teachers. Low income and minority students are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers.

The District will conduct an Equity Gap Analysis on an annual basis. If inequities are found, the District will engage educational partners through surveys and meetings to identify strategies to address gaps.

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).

Comprehensive Support and Improvement (CSI) & Additional Targeted Assistance & Intervention (ATSI) Schools:

The District uses the LCAP community partner engagement process at CSI/ATSI schools during site/District meetings to gather input. In addition, LCAP surveys are distributed to all educational partners in the spring. The input gathered from the surveys and during meetings is used to identify strengths and areas of need for each school and the District. Site results are provided to principals to use as part of the site's annual evaluation of the School Plan for Student Achievement (SPSA) and to make adjustments for the following academic year.

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 Policy:

The District annually consults with educational partners to gather input on the Parent and Family Engagement Policy as follows: District Parent Advisory Committee (DPAC) meetings, District English Learner Parent Advisory Committee (DELAC) meetings, site committee (SSC, ELAC, etc.) meetings, and through the LCAP community partner engagement process. The Policy is reviewed and approved by DPAC, DELAC, and Board of Education. The final policy is posted on the District website and notices about the availability of the policy are included in the Annual Notification.

Assisting Parents to Improve Achievement:

Each school updates its Parent and Family Engagement Policy annually using input gathered from surveys and meetings with educational partners. The Policy includes how families will be supported with understanding the State academic standards and assessments, how to monitor their child's progress, and working with educators to improve achievement. Schools hold parent meetings to share information about expectations, assessments, how to monitor progress, and ideas for assisting students at home. Each school also develops a School-Parent Compact outlining how parents, school staff, and students share the responsibility for improved academic achievement and how the school and parents will partner to help children achieve the state standards.

Materials & Training for Parents:

The District's Family Engagement Teacher on Special Assignment (TOSA) assists sites with identifying resources and planning family engagement activities. A family resource area is available at the central office with information for families. Sites offer workshops and share information with families on topics such as literacy, math, use of technology, college/career, and cyber-safety among others. Information is shared at DPAC and DELAC meetings. The TOSA also coordinates parent/family workshops that are offered District-wide.

Educate Staff:

The Family Engagement TOSA provides training to sites on effective family engagement strategies and collaborates with parents to plan and implement District-wide parent activities.

Coordinate & Integrate Parent Engagement with Other Programs:

Family engagement activities for all programs, including State Preschool, programs for multilingual learners, Special Education, and Career Technical Education, are coordinated with those offered through Title I, Part A. The Family Engagement TOSA meets with community partners to ensure alignment to meet the needs of families. The family resource area at the central office provides information on community and District resources.

Information is Distributed in an Understandable Format:

All District/site information related to school and family programs, meetings, and activities is provided in English and Spanish. Interpretation services are available for meetings.

Other Parental Engagement Activities

The District collects information from DPAC, DELAC, and LCAP community partners to determine areas of need for family engagement. The Family Engagement TOSA, District staff, and community partners, including families, collaborate to plan District activities, such as the following: collaborating the local business partners and the Chamber of Commerce in the distribution of local restaurant and grocery store gift cards for families in need; updating and maintaining a local Oceanside Community Resources Guide (available online with hard copies at sites), and SEL resource websites for parents/caregivers/families/students; and collaborating with the the local Oceanside Museum of Art and the Oceanside Public Library in the Literacy Through Art and Art Quest field trip programs.

Opportunities for Informed Participation:

Family members are provided opportunities for informed participation, and reasonable accommodations are offered to parents/family members with disabilities, such as sign language interpretation to assist with communication. Meetings with parents/family members of migratory students are held before students are away from school and/or after an extended absence to assist parents in helping their students overcome education disruption. Information is in a format and to the extent practicable, in a language parents understand. District/site staff are available to answer questions and/or explain reports/information provided regarding student progress. Materials and phone calls are in English and Spanish, School Community Advisors reach out individually to families, and flexible meeting times are provided to accommodate parents' schedules. Interpretation is offered for site/District meetings.

Alignment of Title I Parent & Family Engagement Requirements with LCAP Community Partner Engagement:

The District annually consults with families as part of the LCAP process through surveys and site/District parent advisory committee meetings. Questions about the effectiveness of family engagement activities, suggestions for improvement, and ideas for parent involvement activities are included. The information is reviewed to identify strengths and areas of improvement, and to make changes to the LCAP and the Parent and Family Engagement Policy. One of the District's

LCAP goals is focused on family engagement, outlining metrics/outcomes, actions/services, and expenditures to provide parents with opportunities to offer input on decisions and participate in programs.

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.

All Title I schools operate a Schoolwide Program (SWP) and conduct needs-assessments annually, including reviewing data, input from educational partners, and the results of the SPSA annual evaluation. Each School Site Council (SSC) develops a School Plan for Student Achievement (SPSA) that includes goals, metrics/outcomes, strategies/activities, and Title I expenditures to address the identified needs of students to improve academic achievement. Strategies include evidence-based interventions, activities to strengthen the overall academic program for all students, increased learning time, professional learning for teachers to improve instructional practices, and enriched and accelerated curriculum, as needed. The needs of all students are addressed, with a focus on improving achievement for students in need of academic acceleration. The SSC monitors the implementation of the SPSA throughout the year. Each spring, the SSC conducts an annual evaluation of the strategies/activities included in the plan to determine whether they were effective and should be continued, not effective and need to be adjusted or abandoned, or whether actions need to be added. The results of the evaluation guide the development of the SPSA for the following year.

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:

While the Oceanside Unified School District does not have students living in local institutions for neglected or delinquent children, nor does it operate community day school programs, our programs and strategies to target neglected and delinquent children consist of supporting them as they become identified as foster youth. The Oceanside Unified School District collaborates with the San Diego County Office of Education Foster Youth Services Program in order to support foster youth in achieving academic success. The goal is to prepare foster youth to become independent and successful adults. The Student Services Department assists wards and dependents, ages 4 to 21, residing in licensed children's institutions, foster family agencies and county foster homes. A District program coordinator has been designated to support these students and assist liaisons at school sites.

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:

The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness. The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar circumstance. Students may be living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement. Ensuring equity and social emotional support for all students are among OUSD's top priorities. Policies are in place to ensure students are not segregated or stigmatized. A dispute process is in place and parents are informed of their rights and the educational opportunities available for their students.

OUSD offer the following services:

Liaisons:

OUSD's Student Services department has designated a District Homeless Liaison who provides support and resources for implementation of McKinney-Vento. Each school also has a designated a staff member to serve as the site liaison. Onsite school liaisons provide support for our 41 Foster Youth and 133 transitional students to ensure they have the resources necessary for school success. For example, District and site liaisons facilitate enrollment and monitor attendance for our homeless children and youth. OUSD collaborates with the San Diego County Office of Education regarding updates and resources available for liaisons who support foster/transitional students. The County provides monthly professional learning opportunities for both District and school liaisons along with supports for identifying and reporting foster/transitional students.

Immediate Enrollment:

Homeless students are guaranteed immediate enrollment, even if they lack the proper paperwork such as immunizations, proof of residency, or birth certificates. When documents are incomplete or missing, the Homeless Liaison helps parents acquire them.

School Choice Options:

Homeless children who move have the right to remain in their school of origin. Once identified, homeless students are monitored to make sure that they are not displaced if the family moves out of the school boundaries. The Homeless Liaison assists families in completing the necessary paperwork so they can remain at their school of origin, which affords children a stable educational environment. In addition, Homeless children may suffer from poor attendance which can impact educational progress. Consequently, the Homeless Liaison tracks attendance to ensure students are attending school regularly. Additionally, if transportation becomes a barrier, the Homeless Liaison ensures students receive busing to and from school at no cost to the parent or guardian.

Educational Support:

All students in OUSD are entitled to support that enhances their educational experience. The free nutrition program is offered to all homeless students upon enrollment. Additionally, support programs such as math intervention classes, reading intervention support, before/after school tutoring, credit recovery, alternative education options, ELD support classes, college and financial aid counseling, and extra-curricular activities are available to all students. As homelessness can affect the emotional stability of students, counseling services are available at all sites. When students present with serious concerns, they are referred to outside agencies for assistance. Through the Homeless Liaison, families are made aware of their eligibility regarding such programs and are given the opportunity to make informed decisions regarding mental health services.

Awareness Building:

Currently, OUSD administration, enrollment personnel, and health clerks are aware of the needs of homeless students and abide by the McKinney-Vento legislation regarding immediate school enrollment, even without the necessary documentation such as proof of residence, immunizations, or birth certificates. However, we are only made aware of possible homeless situations if a problem arises or a parent discloses this information upon enrollment.

Student Personal Needs:

Many homeless students in OUSD can struggle to have their basic needs met. Food (nutrition), health care, hygiene, clothing, shelter, and security can be challenges for OUSD's homeless students. To the extent possible, given social services available in the area, the Homeless Liaison makes referrals to outside agencies that can help meet personal needs.

Additional Information:

OUSD has partnerships with SDCOE, Shop with a Cop, Assistance League, Promise2Kids, and others that provide backpacks and school supplies, clothes and shoe shopping events, and bus passes for students who need transportation to and from school. The District also ensures access to technology and free wifi hotspots to increase

student engagement. In addition, OUSD conducts home visits and provides referrals for community-based organizations that offer wrap-around services that include food, housing, and individual/family counseling.

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.

OUSD does not use Title I, Part A funds to support early childhood education programs nor to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

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:

Schools allocate site funds to support middle and high school transitions, including hosting visits for incoming students and meetings for families.

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:

OUSD does not use Title I, Part A funds to identify gifted and talented students.

Professional learning and support to improve library programs is provided for library media technicians and/or school libraries. In addition, many Title I schools utilize site funds to improve and enhance school library programs.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers:

- Teachers with less-than-clear credentials are provided information regarding local induction options for clearing their credentials. Teachers may opt to participate in the SDCOE - OUSD partnership program which has job-embedded support from veteran OUSD educators.
- Teachers who are “on- year” for evaluation complete the Professional Growth System evaluation cycle which includes developing goals with their evaluator, observations, and meetings with the evaluator throughout the year. Teachers whose evaluations contain “does not meet standard” in one or more areas will be placed on Assistance Plans designed to improve areas of need. In addition, targeted support is provided.
- Teachers are provided with opportunities for meaningful leadership roles as follows: Teachers on Special Assignment; site level leadership roles (department chairs, lead teachers, team leaders, SSC membership) as well as District-level roles such as teacher leaders on District level committees and serving as a support providers for Induction. Induction Support Providers are provided professional learning opportunities related to developing coaching skills.
- School-site professional learning occurs for teachers twice a month as well as during professional learning days related to District foci. Online asynchronous learning opportunities are also available.

Principals/Other School Leaders:

- Newly credentialed administrators are given information about the job-embedded induction program through SDCOE. Administrators with Preliminary Credential status are required to complete a CTC accredited program. New principals also receive coaching and mentoring from their assigned evaluator.
- Site and District office administrators have opportunities for professional learning during District leadership meetings and content specific trainings with a focus on data driven instructional decisions, cultural proficiency, and targeted feedback.
- Principals and other school leaders attend Targeted Feedback and 5D training as well as administrator coaching through the County Office of Education. Principals also have opportunities to support each other through the Principal’s Academy during which site leaders share their expertise and guide the learning of colleagues.
- Administrators develop professional goals based on the California Professional Standards for Education Leaders in collaboration with and reviewed by their evaluators. Progress toward these goals is monitored throughout the academic year. Administrators who “do not meet standard” in the spring may be placed on an Assistance Plan for the following year.

All Staff:

- Teachers, administrators, managers, and classified staff have ongoing opportunities to develop cultural proficiency through professional learning that includes Unconscious Bias, Restorative Practices, and the Recognize, Repair, and Interrupt protocol.

Process Evaluation:

- The Professional Growth System for teachers is reviewed annually by a committee consisting of teachers, teachers' union representation, administrators, and Human Resources department staff. Data from adopted iReady and Renaissance assessment programs provide formative student progress data three times annually. Other local measures and California School Dashboard indicators are used to monitor student growth and areas for improvement. Surveys through the professional learning registration system (OMS) are used to document staff feedback and growth as a result of professional learning opportunities. Surveys completed as part of our LCAP development process provide input on professional learning from all educational partner groups.

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:

Funds are prioritized to provide comprehensive support to teachers and site leaders in the areas that align with the District's LCAP goals. Specifically, the foci will be data driven action, targeted feedback, and cultural proficiency. Teachers and principals at sites identified through the Dashboard for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and/or Additional Targets Support and Improvement (ATSI) will be given priority enrollment.

The needs at all sites will be determined through analyzing the data on the California Dashboard, local data, LCAP educational partner surveys, and feedback from surveys administered after professional learning opportunities. Attention will be focused on the expressed needs of targeted sites.

Title II funds will be one component of our comprehensive LCAP. The base program (LCFF) and LCFF Supplemental/Concentration (S/C) dollars will be supported with federal funds, including Title II funds, to align services/actions for improving student achievement. Professional learning opportunities will be offered to all staff, with priority given to schools eligible for CSI/ATSI.

The effectiveness of expenditures will be evaluated on an ongoing basis by analyzing data from the California School Dashboard, District common assessments and other local data, and LCAP educational partner feedback.

Expenditures will include staff to support sites and professional learning for teachers, staff, and administrators, including:

- A coordinator for the Teacher Effectiveness and Support Program to provide assistance to teachers and administrators
- Induction stipends for Support Providers who work to mentor newly credentialed teachers within the SDCOE-OUSD Induction program, substitute teacher for release days for observations, reimbursement for up to \$500 /year (\$1,000 max) toward the cost incurred for Induction work for teachers enrolled in the SDCOE - OUSD Induction program
- Professional learning on strategies for implementing new curriculum, cultural proficiency, classroom management, and using the District-wide assessment tools to improve instruction
- National Board Certification (stipend and application costs)
- Coaching for principals from the San Diego County Office of Education
- Professional learning for administrators, including Targeted Feedback, 5D Framework, how to analyze and use data to improve instruction, cultural proficiency, ELA/ELD standards, and science instructional materials

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 District uses the following data points to monitor the effectiveness of supports offered to educators to improve instruction: employee retention rates; number of teachers and administrators on Assistance Plans; number of teachers participating in Peer Assistance and Review; Professional Learning Needs Assessment; and OUSD-SDCOE Induction Program surveys.

Ongoing consultation will occur through:

- Professional Growth System (PGS) to provide educators with the opportunity to consult with their site administrators/supervisors to design year-long plans to improve instruction
- Meetings between administrators and on-year employees to discuss professional goals and progress towards goals
- The professional learning needs assessment survey will occur periodically throughout the year based on a review of student data, and the results will be used to provide sites with support for further professional learning
- The LCAP committee will analyze data to determine program effectiveness and prioritize needs across OUSD.

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:

Ongoing District-wide professional development is provided for classroom teachers, principals, and other school leaders on ELD standards, effective lesson design for both Designated and Integrated ELD, and evidence-based strategies for meeting the needs of multilingual learners. Each school site follows up during department/grade level PLCs to further the work across the curriculum.

To support ongoing coaching opportunities and more in-depth learning, the District/sites provide professional learning for both elementary and secondary teachers during PLC meetings and/or during grade level/content area release days. Professional learning opportunities include ELD lesson planning (Part 1 Interacting in Meaningful Ways and Part II Learning How English Works) and evidence-based strategies. Time to collaborate and calibrate instruction will be provided by hiring substitutes. Additional side-by-side coaching time and opportunities will be scheduled with secondary ELD teachers to support them with differentiated instruction in the classroom and universal lesson designing. Ongoing coaching is available for teachers from the EL Teacher on Special Assignment (TOSA) by request. Each school site follows up with department PLCs to further the work across the curriculum.

A Multilingual Collaborative has been formed and will continue to meet regularly to ensure that the needs of multilingual learners are being met. For example, the Collaborative is in the process of updating the EL Master Plan and will also focus on professional development and aligning instruction to support student success.

Training for administrators will include reviewing assessment results; program placement; program requirements, updates, and best practices; effective instructional strategies; and systems for ongoing monitoring of multilingual learners and reclassified (RFEP) students to ensure they are progressing, and if progress is not adequate, to provide appropriate evidence-based interventions. Ongoing guidance and support will be offered.

The Assessment and Data Coordinator will meet regularly with the School Community Advisors who assist with the following: administering the ELPAC, monitoring multilingual learners and reclassified students, completing documentation, and other related activities. Information on reviewing student assessment results and how to discuss the results with families will also be provided.

Instructional materials for English Language Arts/English Language Development will continue to be implemented next year. Professional learning will focus on the implementation of materials to support effective language instruction and to meet the needs of students with varying English proficiency levels. In addition, the District is currently in the process of investigating the implementation of Ellevation or similar software.

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:

OUSD does not receive Title III Immigrant funds. However, actions/services are in place to address the needs of immigrant students and families.

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 multilingual learners in grades TK-12th will receive both Integrated English Language Development (iELD) and Designated English Language Development (dELD). The purpose of iELD is to instruct students in both the ELD standards and grade-level content area curriculum, thereby providing all students equitable access to the curriculum. The purpose of dELD is to instruct students in the acquisition of English.

The following trainings or activities are planned to increase the English proficiency of all multilingual learners:

In elementary grades, multilingual learners receive dELD and iELD from their classroom teachers. Professional learning will continue to be provided to elementary teachers on the ELD standards, dELD and iELD, and on evidence-based strategies to meet the needs of multilingual students. On-going professional development support will be provided by District TOSAs. Several cohorts of elementary teachers have participated in Project GLAD® over the past few years, and additional cohorts will be offered in the future. Follow-up/refresher sessions will also be planned.

At the secondary level, a cohort of teachers, ELD teachers, ELD Intervention teachers, and administrators were trained in Thinking Maps to support iELD across the curriculum. District TOSAs will continue to receive support and training on Thinking Maps in order to provide coaching for teachers during grade level/content area release days. This will support multilingual learners as they engage and participate with curriculum while thinking critically and making meaning of content.

A newcomer program is in development. Substitutes will be provided for release time so that teachers can attend leadership team (Multilingual Collaborative) meetings to continue designing supports for newcomers and to update the EL Master Plan. To support newcomers with foundational English literacy skills, supplemental coursework will include materials for multilingual learners (e.g., Inside the USA, Inside Fundamentals, Edge Fundamentals).

Secondary students at the emerging levels of English development are clustered in content area classes and are provided with support from an ELD intervention teacher. EL core content teachers receive specific professional learning on appropriate scaffolding strategies to support multilingual learners in content areas while they acquire English. ELD Intervention teachers will continue to be funded to support multilingual students at the emerging level of English language development during their school day (e.g. ELD and core classrooms). In addition, substitutes will be provided for secondary ELD Intervention teachers to meet regularly throughout the year with the EL TOSA to collaborate, share best practices, and monitor the impact on student learning.

Site and District staff monitor student progress in ELD and core content areas. Intervention and supports are provided, if needed, to improve English proficiency and students' access to the content. Sites are provided with a list of all potential and actual Long Term Multilingual Learners (LTELs) to assist with monitoring and targeting interventions and supports to these students. LTELs in grades 9-12 are placed into Academic Language & Writing (ALW). Strategies will be evaluated annually to identify strengths and areas for improvement.

To address the needs of LTELs, secondary ELD teachers are trained in Writing Redesigned for Innovative Teaching and Equity (WRITE) to support their students in writing. In addition, the District has adopted Study Sync for secondary designated ELD for all levels (ELD I - LTEL). Teachers will be provided with training and collaboration with site ELD teachers and will be provided with pull-put days to facilitate working as a team. We will use Study Sync to continue building the LTEL program, which will be designed to accelerate learning so that student reclassification rates at the secondary level increase. All site administrators will continue to participate in professional learning on the ELD standards and classroom observation protocols to ensure students are provided necessary support.

Families of multilingual learners are invited to participate in site English Learner Advisory Committee (ELAC) meetings, and each site elects a representative to serve on the District English Learner Advisory Committee (DELAC). DELAC and ELAC members will be provided with opportunities to attend the CAFE conference and/or other local workshops/conferences. In addition, Two-Way Bilingual Immersion staff and the EL TOSA have the opportunity to attend the CAFE conference.

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:

Data is reviewed at least two times during the year at both site and District levels to:

- Determine if multilingual learners are making adequate progress in English acquisition and in core academic classes
- Identify multilingual learners who are eligible to be reclassified
- Determine additional interventions or supports for MLL students who are not making adequate progress
- Monitor the progress of reclassified students

District staff provides reports and guidance to sites to assist with the process. Site administrators share and analyze data with staff and community partners. Actions/strategies and expenditures to provide interventions and supports for multilingual learners are included in each site's School Plans for Student Achievement. The District has included actions/services and expenditures for multilingual learners in the LCAP. The District and school sites will have the ability to review data and monitor progress through Ellevation or similar software upon implementation.

The District is implementing common assessments for ELA and math to monitor academic progress. Interim progress and performance milestones are tracked and data is collected by elementary and secondary schools three times a year. ELPAC data is analyzed annually to determine if students are meeting challenging state academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title IV allocation grant objectives, activities, and expenditures were developed based upon a needs-assessment for the Oceanside Unified School District's Local Control and Accountability Plan. Data was reviewed to determine strengths and areas of need along with actions/services identified to address these needs. Title IV funds will be used to supplement the goals and actions/services in the LCAP, including supporting a Well-Rounded Education (20%), Safe and Healthy Students (20%), and the Effective Use of Technology (60%).

Well Rounded Education (20% of allocation)

Focus: Social and Emotional Learning (SEL)

Activities will include providing Restorative Practices workshops for staff to expand implementation across sites/classrooms. In addition, teacher leaders will be provided time to review SEL curriculum to identify key lessons and to assist staff with implementing this curriculum.

Evaluation includes the analysis of the following data: the number of staff members trained in Restorative Practices; number of discipline referrals, suspensions/expulsions, and suicide risk assessments completed on campuses; California Healthy Kids Survey data; LCAP survey data; and SEL curriculum implementation.

Safe and Healthy Students (20% of allocation)

Focus: Foster safe, healthy, supportive, and drug-free environments that support student academic achievement.

Activities include enhancing site-based mental health services and counseling by supporting professional learning for school counselors, including the Multi-Tiered System of Supports Summer Learning Institute and the California Association of School Counselors conference. Additional professional learning opportunities provided by a team of District psychologists will focus on relationship-building skills to reduce violence and abuse, as well as the implementation of trauma-informed practices for educators and school leaders. Parent/family engagement and partnerships will be encouraged to foster safe, healthy, supportive, and drug-free environments.

Evaluation includes the analysis of the following data: the number of staff members trained in Restorative Practices and related professional learning; discipline referrals & suspensions/expulsions; drug-related incidents/issues; parent engagement opportunities; suicide risk assessments completed on campuses; California Healthy Kids Survey data; LCAP survey results; and California Dashboard indicators.

Effective Use of Technology (60% of allocation)

Focus: Increase classroom efficiency and effectiveness through expanded and strategic use of technology.

Activities include increasing equitable student access to devices (maximum 15% of allocation); utilizing a District Educational Technology Teacher on Special Assignment to support site Educational Technology Lead Learners in the integration of technology and to provide professional learning on the effective use of technology to support learning; implementing a digital, asynchronous professional learning system (Alludo & Kyte) to increase staff access to high quality professional development focused on pedagogy, technology integration, and digital citizenship.

Evaluation includes analysis of the following data: the number of staff members using the Alludo and Kyte systems; qualitative observations of pedagogical change and implementation of professional learning; the number of tech devices used by students; and survey data on pedagogy, technology usage, and learning conditions.