

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

School Year

2023-2024

Date of Board Approval

June 25, 2024

LEA Name

Ocean View School District

CDS Code:

30666130000000

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Ocean View School District (OVSD) will continue to support District and site level teams to use data to drive decisions about what is best for students, especially targeting students in identified student groups and students at-risk academically. Through educational partner engagement of parents, staff, students, and the community, the District is committed to developing, implementing, monitoring, and evaluating a comprehensive system of student support. This system, based on student needs, is guided by the Local Control and Accountability Plan (LCAP) and School Plans for Student Achievement (SPSAs) as active, meaningful, and outcome-based. These guides outline the layers of student support in the areas of literacy, math, content learning, professional development, parent engagement, and social-emotional well-being. Through this system, core services for all students are identified, and then additional services for unduplicated students are added through state supplemental funds. Based on data, educational partner engagement input, and student needs, federal funds are prioritized for unduplicated and at-risk students, specifically, Title I funds for low income students, Title II for student achievement through teacher quality, Title III for English learners, and Title IV for enrichment. Each school develops an SPSA with goals, objectives, and actions to meet the needs of students and learning levels aligned to the District LCAP Goals. Plan development through educational partner engagement prioritizes federal funds to maximize impact on students most in need of support.

The LCAP outlines how OVSD will address all of the eight state priorities. These priorities will be executed through the District Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), Depth of Knowledge Levels 3 and 4, and Social-Emotional instruction and supports. Title I funds will supplement academic achievement for low income and low achieving students through programs and strategies at Title I school sites, as outlined in their SPSAs. Additional social-emotional support and parent engagement will be offered through Title I. Title I funding will provide professional development for District initiatives that address the needs of low-achieving students across the District. Professional development for teachers and school leaders will be delivered through Title II funds so that all students, especially low income and other student groups, have access to effective educators. Title III funds will supplement services and programs for English learners primarily through paraprofessional instructional support. Title III Immigrant funds will also provide support for newcomer students through parent engagement.

Through the frame of meaningful plans, particularly mid- and end-of-year evaluations, a continuous cycle of action, reflection, and improvement drives state and federally-funded actions. This cycle of continuous improvement is grounded in evidence of student learning. Ultimately, OVSD aligns the LCAP, SPSAs, other state funds, and federal grant programs to meet the needs of students to achieve college and career readiness and lifelong learning.

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.

Ocean View School District is dedicated to providing a high-quality educational program that fosters the academic, physical, social, and emotional growth of all students in partnership with parents and the community. Our mission is to develop each student to their fullest potential, equipping them for future learning endeavors and instilling a sense of social responsibility. To achieve these objectives, the district utilizes ongoing data analysis and needs assessments to inform the goals and actions outlined in the Local Control and Accountability Plan (LCAP). The primary focus is on enhancing student achievement, with particular attention given to at-risk student populations.

Collaboration with educational partners, including, parents, staff, and students, is integral to this process. Through forums such as the District Advisory Committee and the District English Learner Advisory Committee (DELAC), and School Site Council training at the beginning of each year, needs are identified, priorities are established, and action plans are developed. Funding for these initiatives is derived from various sources, including state (LCFF Base, Supplemental, and Concentration) and federal allocations. These resources are strategically allocated to meet the diverse needs of students, including English Learners, Low-Income, Homeless and Foster Youth. Additionally, federal funding supports expanded services at Title I sites and facilitates professional development and parent engagement initiatives through Title II, Title III programs and Title IV enrichment. Through ongoing educational partnership meetings

and collaboration between district and site administrators, goals, priorities and services are regularly reviewed and aligned with the district's vision and LCAP goals.

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.

Ocean View School District utilizes the federal free and reduced price meals criteria to determine low income/poverty. Schools are identified as Title 1 if the participation rate in free and reduced meals exceeds the District-wide low income/poverty percentage rate.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District follows Board Policy 6171 regarding the Comparability of Services. Staff funding and ratios for Title I schools are at least comparable to those of non-Title I schools. OVSD does not currently have any disparities, thus, low-income and other student groups are taught by effective, experienced, and appropriately credentialed teachers. Comparability rates are reported to the state as mandated and, at minimum, reviewed annually. OVSD follows the procedures and performs calculations as prescribed by the California Department of Education. A student-to-instructional staff ratio is determined through a calculation involving grade spans, number of teachers, and enrollment. This ratio is utilized for comparability between Title I and non-Title I schools. Disparities do not occur in OVSD due to careful planning, staffing, and monitoring. Ratios are monitored when staffing for a new school year and throughout the year as changes occur. This system will remain in place indefinitely.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Ocean View School District will continue to seek to improve methods of communicating and engaging parents to provide information and seek input. Home-to-school connections, communications, and parent education opportunities intentionally focus on the inclusion of parents/guardians of Low Income, English Learners, Students with Disabilities, Foster Youth, and Homeless. Parent education offerings occur at the school and District levels based on parent input and identified needs. All schools are allocated funds to support parent education in the LCAP. Additionally, Title I schools allocate one percent of Title I funds to supplement these efforts for Low Income and underperforming risk students. Ongoing stakeholder engagement occurs throughout the year through a variety of methods to identify and address parents' needs and remove barriers to involvement. Engagement methods include school and District digital and paper surveys, in-person sessions, at school events, SSCs, ELACs, DELAC, District Advisory Committee (DAC), Parent Teacher Association/Organization (PTA/O/SA/SO). To the extent practical, communication is translated into multiple languages and distributed through multiple modes of outreach. Interpreters are provided for parent meetings as needed. Analysis of the effectiveness of communication is included in annual surveys.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District will continue to seek to improve methods of communicating and engaging parents to provide information and seek input. Home-to-school connections, communications, and parent education opportunities intentionally focus on the inclusion of parents/guardians of Low Income, English Learners, Students with Disabilities, Foster Youth, and Homeless. Parent education offerings occur at the school and District levels based on parent input and identified needs. All schools are allocated funds to support parent education in the LCAP. Additionally, Title I schools allocate one percent of Title I funds to supplement these efforts for Low Income and underperforming risk students. Ongoing stakeholder engagement occurs throughout the year through a variety of methods to identify and address parents' needs and remove barriers to involvement. Engagement methods include school and District digital and paper surveys, in-person sessions, at school events, SSCs, ELACs, DELAC, District Advisory Committee (DAC), Parent Teacher Association/Organization (PTA/O/SA/SO). To the extent practical, communication is translated into multiple languages and distributed through multiple modes of outreach. Interpreters are provided for parent meetings as needed. Analysis of the effectiveness of communication is included in annual surveys.

The District Parent Involvement Policy (updated 2023) is distributed annually in the fall to all parents during reregistration. The policy is also shared in person annually with School Site Councils (SSCs), District English Learner Advisory Committee (DELAC), and English Learner Advisory Councils (ELACs). The intent of the policy is to build parent engagement capacity through awareness of opportunities and strategies for parents to become involved in their child's school and education. All schools utilize a Home School Compact that outlines how parents, staff, and students share

the responsibility and work in partnership for improved student achievement. This compact is reviewed annually by SSCs and revised if applicable before it is distributed to staff, parents, and students and referenced throughout the year as needed. Title I schools use a School Parent Involvement Policy (updated 2023) to outline meaningful opportunities for parents to connect with the school. These policies are reviewed annually, updated if applicable, and include the need for flexible scheduling of parent meetings, timely distribution of information, and connection to high academic achievement.

Ongoing stakeholder engagement occurs throughout the year through a variety of methods to identify and address parents' needs and remove barriers to involvement. Engagement methods include school and District digital and paper surveys, in-person sessions, at school events, SSCs, ELACs, DELAC, District Advisory Committee (DAC), Parent Teacher Association/Organization (PTA/O/SO/SA). To the extent practical, communication is translated into multiple languages and distributed through multiple modes of outreach. Interpreters are available for parent meetings as needed. Analysis of the effectiveness of communication is included in annual surveys.

Structures that incorporate parents into the School Plan for Student Achievement (SPSA) development and communication process continue to be a focus so that parents understand how this plan directly supports their children. Through LCAP and SPSA stakeholder parent engagement sessions, information is provided to assist parents in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and strategies to partner with educators to improve the achievement of their children, literacy, and use of technology. OVSD not only coordinates parent engagement activities at the District and school levels, but also across programs such as preschool, Special Education, English Learner, Gifted And Talented Education (GATE), County Family Resource Center, and the local high school district. The intent of this coordination is to maximize resources to enable parents to assist their children.

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.

Not applicable. OVSD does not reserve funds for local institutions for neglected children, local institutions for delinquent children, or neglected or 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:

Not applicable. OVSD does not reserve funds for local institutions for neglected children, local institutions for delinquent children, or neglected or delinquent children in community day school programs.

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:

Homeless youth in Ocean View School District are self-identified during the online enrollment and re-registration process. Homeless youth may enroll in school immediately regardless of a lack of required documents. School Office

Managers receive training on enrollment procedures and policies for Homeless youth. Homeless youth have access to free/reduced lunch and parents are automatically linked to Food and Nutrition Services free/reduced online application during enrollment and re-registration. Homeless youth are afforded the right to continue attending their school of origin, and transportation is available if needed for this purpose. The District Homeless Liaisons assist Homeless students and families in a variety of ways. Title I Part A funds provide school supplies, bus passes, and hygiene supplies for Homeless youth. Homeless youth have access to the same curriculum and support as their peers.

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.

Not applicable. Ocean View School District does not use Title I funds for preschool.

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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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:

Ocean View School District provides numerous supports to assist students as they transition from middle to high school. Students from OVSD matriculate to the Huntington Beach Union High School District. Articulation between the districts occurs continually throughout the school year to align curriculum, college and career readiness, and transition strategies to set students up for success. Assessment coordination also takes place to inform decisions regarding appropriate placement in courses. Huntington Beach Union High School District hosts a High School Parent Night with topics such as graduation and college requirements, specialized programs, college and career pathways, a-g requirements, and guidance counseling. OVSD works closely with the high schools to communicate information to students and build bridges between the two systems.

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:

Ocean View School District does not utilize Title I funds specifically for GATE and library programs. Title I funds reserves centralized service for a Licensed Clinical Social Worker (LCSW) and professional development. Based on educational partner engagement, data analysis, and the development of social-emotional instruction and support, a strong need was identified for services. One LCSW will serve students at the Title I schools. Such services include assisting students to acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. The goal is that these efforts will positively correlate to student achievement and success. Professional development funds are reserved for teacher training, particularly to help meet the needs of underperforming and struggling learners.

Based on data and stakeholder engagement, it was determined that continued integration of the Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), and literacy, particularly in the area of writing across the disciplines are the primary areas in which professional development is needed through these initiatives, professional development will focus on meeting the needs of struggling students.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

Formal Agreements ESSA SECTION 1423(2)

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Not applicable. Ocean View School District does not receive Title I, Part D funding.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Teachers, principals, and other leaders participate in professional learning experiences to support increased student performance. Professional learning includes training, development, modeling, coaching, reflecting, collegial planning, and data analysis. Sustaining the work of stable and credible relationships through the development of leadership capacity in all employees remains a focused need (Professional Capital, Fullan 2012). Building upon the principles of effective leadership, regardless of position in the organization, will ensure multiple perspectives are utilized to guide and drive leadership and professional development needs. Specific to leadership across all employee groups will be the continued focus on reinforcing a Partnership with Administration and Labor (PAL). In order to continue and expand opportunities for developing others, as well as continued collaboration and doing business as partners, PAL principles will assist all personnel in striving to accomplish the goal of meeting the needs of Ocean View students and families.

The District will continue to build upon all professional capacity by strengthening connections between the SPSAs and the LCAP, including the District and site responsibility to the Every Student Succeeds Act (ESSA) Plan as part of the California State Accountability and Continuous Improvement Plan.

A District Professional Development Plan guides teaching and learning priorities. This Plan is jointly developed through data analysis and partnership engagement. Student needs drive the priorities. Planning professional development takes into account careful consideration of the approach and implementation model. Professional development evaluation includes teacher input, reflection, and analysis of the impact on student learning. Based on this evaluation, the next steps are determined to continue and modify training.

The priorities identified in the Plan are differentiated according to need. Title II funds are allocated to supplement where needed. Building the capacity of teacher leaders is part of the approach to achieving further professional development at the school sites.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A District Professional Development Plan guides teaching and learning priorities. This Plan is jointly developed through data analysis and partnership engagement. Student needs drive the priorities. The priorities identified in the Plan are differentiated according to need. Title II funds are allocated to supplement where needed. Building the capacity of teacher leaders is part of the approach to achieving further professional development at the school sites. Title II funds are targeted for teacher training in supporting behavioral and academically underperforming students, including students in all subgroups. Building the capacity of teacher leaders is part of the approach to deliver professional development at the school sites.

Additionally, each site develops a School Plan for Student Achievement (SPSA) with goals, objectives, and actions to meet the needs of all students and subgroups and learning levels aligned to the District LCAP. SPSAs not only align District training to site needs, but also prioritize professional learning that will significantly impact the students most in need, thus, prioritizing Title II funds. Ultimately, the purpose of the professional learning goal is to strengthen academic programs and improve conditions for student learning.

Meaningful consultation with the three private schools in our area occurs formally, on an annual basis, and informally throughout the year as needed. Consultation includes data, goal setting, evaluation, funding, and outcomes.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Professional development evaluation includes teacher input, reflection, and an analysis of the impact on student learning. Based on this evaluation, the next steps are determined to continue and modify training. Ocean View School District will continue to support District and site level teams to use data to drive decisions about what is best for students, especially targeting students in identified subgroups and students underperforming academically. This will include developing, monitoring, and evaluating student growth targets as identified in the School Plan for Student Achievements (SPSA) aligned with the LCAP. The District and sites continue to implement actions to focus on specific student outcomes; monitor progress and revise plans during the year as necessary; and update the next year's plan as part of

the continuous improvement process geared to close the achievement gap. School sites continually engage in SPSA review and evaluation to critically analyze professional learning, goal progress, and impact on student learning outcomes.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In alignment with the District system for professional growth and improvement, teachers, classified staff, principals, and other leaders participate in professional learning experiences to support increased performance for all students, including English learners. Title III professional development aligns with the District's system of professional learning and involves a focus on instruction, assessment, and strategies to increase achievement for English learners. Professional learning is delivered through training, development, modeling, coaching, reflecting, collegial planning, and data analysis. The District will continue to build capacity as it strengthens connections between the School Plan for Student Achievements (SPSA) and the LCAP, including the District and site responsibility to the ESSA Plan as part of the California State Accountability and Continuous Improvement Plan.

Professional development evaluation includes teacher input, reflection, and analysis of the impact on student learning. In planning professional development activities for English learners, sustainability connected to student learning outcomes is considered. Based on the evaluations, the next steps are determined to continue, modify, or identify additional training. Ocean View School District continues to support District and site-level teams to use data to drive decisions about what is best for students, especially targeting students in identified subgroups, including English learners. English learner growth targets include indicators of English language proficiency and achievement on academic standards. This includes developing, monitoring, and evaluating student growth targets as identified in the SPSAs aligned with the LCAP. The District and sites continue to implement actions focused on specific student outcomes; monitor progress and revise plans during the year as necessary; and update next year's plan as part of the continuous improvement process geared to close the achievement gap. School sites continually engage in SPSA review and evaluation to critically analyze professional learning, goal progress, and impact on student learning outcomes.

Data indicates that OVSD English learners are progressing with English language development. However, progress in state academic content standards is an identified need. Therefore, professional development will continue to focus on improving teacher capacity to address the academic needs of English learners at high levels of rigor, while still supporting proficiency in English. In particular, training in Integrated and Designated ELD for all content areas will remain a focus at all grade levels and all levels of English proficiency.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ocean View School District engages all educational partners in the development of the LCAP, including services for English learners and immigrant students. Annually, OVSD reviews data for its identified immigrant population, including languages represented at each school site, time in the United States, and academic levels. Based on this information, services and resources are determined to enhance instructional opportunities beyond the core curriculum using Title III English Learner funds. Such services and resources may include bilingual parent liaisons/instructional assistants, supplemental instructional materials, such as books and activities focused on oral language development, realia, and technology. The focus of these sustainable opportunities supports students' transition to U.S. schooling and culture, basic interpersonal communicative skills, and primary language support to successfully access the core curriculum.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The intent of Title III programs, activities, and funding implemented in the Ocean View School District is to increase English language proficiency and meet State academic standards for all English learners. OVSD continues to support District and site-level teams to use data to drive decisions about what is best for all students, including English learners. Through educational partner engagement, the District is committed to developing, implementing, monitoring, and evaluating a comprehensive system of student support. This system, based on student needs, is guided by the LCAP and SPSAs as active, meaningful, and outcome-based.

Educational partner consultation for Title III English learner programs occurs during LCAP input sessions. This process includes varied stakeholders (i.e., English learner parents, teachers, paraprofessionals) from across the District who are informed through multiple methods (i.e., website, email, phone calls, and surveys). Stakeholders are informed of Title III programs and funds at both the District and site levels.

Each site develops a School Plan for Student Achievement (SPSA) plan with goals, objectives, and actions to meet the needs of student subgroups and learning levels aligned to the District LCAP. Growth targets are developed as part of these objectives, including those established for English learners. Plan development, through educational partner engagement, prioritizes federal funds, including Title III, to maximize impact on students most in need of support. Through meaningful plans that include ongoing review and evaluations, a continuous cycle of action, reflection, and improvement drives state and federally-funded actions. The cycle of continuous improvement is grounded in evidence of student learning.

Programs and services also address the needs of populations within the English Learner subgroup: Newcomer; underperforming, and Long-Term English learners. Progress monitoring for Long-Term English learners is an identified area of need and continues to be a focus. In planning activities for English learners, sustainability connected to students' learning outcomes is essential. English learner progress is measured through the ELPAC, CAASPP, the California Dashboard, i-Ready, reclassification, and classroom assignments. English Language Development (ELD) materials will continue to impact student learning in both Designated and Integrated ELD. Title III funds will supplement services and programs for English learners, including identified immigrant students, primarily through additional instructional support from bilingual instructional assistants to support English language development and access to the State content standards. Through professional development and coaching instructional assistants, implement strategies to support and

scaffold language acquisition and learning. In addition, Title III Immigrant funds provide instructional support and parent engagement for Newcomer students.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The intent of all Title III programs, activities, and funding implemented in the Ocean View School District is to increase English language proficiency and meet State academic standards for all English learners. Each site develops an SPSA with goals, objectives, and actions to meet the needs of student subgroups and learning levels aligned to the District LCAP. Growth targets are developed as part of these objectives, including those established for English learners. Plan development, through educational partner engagement, prioritizes federal funds, including Title III, to maximize impact on students most in need of support. Educational partner consultation for Title III English learner programs occurs during LCAP input sessions. This process includes varied educational partner engagement (i.e., English learner parents, teachers, paraprofessionals) from across the District who are informed through multiple methods (i.e., website, emails, phone calls, and surveys). Educational Partners are informed of Title III programs and funds at both the District and site levels.

Ocean View School District continues to support District and site-level teams to use data to drive decisions about what is best for all students, including English learners. Through educational partner engagement, the District is committed to developing, implementing, monitoring, and evaluating a comprehensive system of student support. This system, based on student needs, is guided by the LCAP and SPSAs as active, meaningful, and outcome-based. Through meaningful plans that include ongoing review and evaluation, a continuous cycle of action, reflection, and improvement occurs including state and federally-funded actions. The cycle of continuous improvement is grounded in student learning evidence. During these evaluations, sites are required to measure progress for English learner proficiency in English and the State standards. Such progress is reported to educational partners and reviewed at the District level.

Evaluation and performance progress includes populations within the English Learner subgroup: Newcomers; underperforming, and Long-Term English learners. Progress monitoring for Long-Term English learners has been identified as an identified area of need and will continue to be a focus. English learner progress is measured through the ELPAC, CAASPP, California Dashboard, i-Ready, Reclassification rates and classroom assignments. ELD materials will continue to be evaluated for their impact on student learning in both Designated and Integrated ELD. This evaluation includes the measurement tools used for monitoring student progress. Implementation of i-Ready, a diagnostic measure for all learners, occurs three times a year.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funds will provide for a well-rounded education in the areas of enrichment, social-emotional well-being, and technology. Activities, programming and funds will be prioritized based on data, a Title IV needs assessment and ongoing collaboration to support continuous improvement. Meaningful consultation will again occur with the private schools in our area in the same manner as Title II, including a focus on data, goal setting, evaluation, and progress monitoring.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To support the planning and implementation of initiatives, annually the OVSD Leadership Team analyzes District academic and culture/climate data in conjunction with a review of the current programs and offerings for each site. Areas for improvement continue to be vocabulary, reading comprehension of informational texts in reading and number sense/basic operations in math.

During the data review in 2021-22, it was clear that while all schools have areas for improvement, one middle school (Spring View) was underperforming in both math and reading as compared to other schools and subgroups. Below are the team's findings for Spring View:

- - Academic Performance –

Most students are performing below grade-level expectations in both reading and math. The "All Students" group has 53% (Reading) and 59% (Math) below grade level. The need is even greater for students in the English Learner and Low-Income subgroups. The English Learner subgroup has 3% (Reading) and 1% (Math) performing at grade level. The Low-Income subgroup is also struggling, with 41% (Reading) and 39% (Math) meeting grade level expectations.

- - Culture & Climate –

While the vast majority of students feel physically and emotionally safe at Spring View, it is overwhelmingly clear that students do not feel connected to or have a voice/leadership role at school. 50% of students report not having a strong connection to school, compared to the district average of 33%. In the area of participation and voice, over 90% of students believe they do not have an opportunity to decide class/school activities, and 75% don't feel that their presence at the school makes a difference. In addition, the Spring View parent survey shows that 30% are concerned that their child is not receiving a high-quality education and 25% feel they do not see evidence of their child's learning (compared to the district averages of 20% and 15% respectively).

- - School Programs & Offerings –

At this time, Spring View is the only middle school site that does not offer an innovative or specialty focus. The other three middle school sites offer at least one program – STEAM, Visual & Performing Arts, or GATE.

What activities will be included within the support for a well-rounded education?

Based on the data analysis and program review, well-rounded education funding will support schools with innovative programs, enhance electives at the middle schools, and development of an Advancement Via Individual Determination (AVID) program at Spring View. Implementing an AVID program is expected to increase student achievement and student leadership opportunities, in addition to strategies to demonstrate student learning.

To support the AVID program, Ocean View School District will use Title IV monies to partially fund a District Curriculum Specialist to assist with program development and implementation at Spring View. The Curriculum Specialist will provide leadership, attend AVID training with the staff, and be a support coach for the site administrators and teachers to ensure effective application of the strategies and program components. Additionally, the Curriculum Specialist will assist the Spring View team with organizing the community involvement and volunteerism aspects of the AVID program, which will increase student voice and leadership opportunities at the site.

While the district Well-Rounded Education Opportunities funding will be concentrated on the Spring View AVID program, access to the program will be available to any middle school student and family. OVSD's annual open enrollment allows for Intradistrict transfers based on program preference.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The above Well-Rounded Education activities will be evaluated using the following metrics:

- - Academic Performance –
iReady Diagnostic | Reading
 - Overall Performance (Spring View & District data)
- iReady Diagnostic | Math
 - Overall Performance (Spring View & District data)
- - Culture & Climate –
Student Survey | Ocean View School District Climate Survey
 - Questions related to motivation, student voice/leadership, and connection to school
- Parent Survey | LCAP
 - Questions related to the quality of children’s education and evidence of their learning

The data will be gathered over the three-year time frame and the team will re-evaluate the activities in Spring 2024 for implementation in 2024-25.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To support planning and strategies for the 2021-22 year, the team analyzed culture/climate survey responses, as well as suspension and absenteeism data.

- - Absenteeism --

When reviewing District data, the analysis showed that the average of students missing less than 5% of school has remained relatively stable over the past four years (between 71%-75%). The most dramatic change, however, is the increase in students missing 10% or more of school. The chronic absenteeism for 2020-21 was at 11.08%, whereas the three years prior averaged six percent of students missing more than 10% of school.

- - Culture & Climate –

While the vast majority of students feel physically, socially, and emotionally safe in Ocean View Schools, the data shows students are struggling with emotional distress and a lack of connection to school. At the elementary level, 20% of students report that they are not happy to be at school. At the middle school level, one in three students report that they feel emotional distress, including experiencing anxiety, tenseness, and difficulty relaxing. 20% of middle schoolers report that they missed school due to emotional distress. In addition, 55% of students say that they do not find an adult to talk to for support when they need help.

The team noticed a discrepancy between what students and parents reported. While the data indicates that a large population of students is experiencing emotional distress that is impacting their desire to go to school, only 10% of parents report that their child does not like to go to school.

- - Discipline --

Discipline data has also been affected by the pandemic. Prior to the 2019-20 year, suspension rates were over 200 incidents per year. Instances of suspension have dramatically decreased over the past two years, however, one year was spent with the final four months of school in Emergency Distance Learning and the other was spent in person in a hybrid model or online in the Virtual Academy. The team believes that the true needs lie in the pre-pandemic data, which is supported by the previously stated culture and climate data.

What activities will be included within the support for safety and health of students?

Based on the attendance, discipline, and school climate/culture data analysis, the team decided to allocate the Safe and Healthy Students Title IV funding toward enhancing OVSD's social-emotional learning (SEL) and student well-being support across all sites. Intensifying SEL instruction and support is expected to increase students' connectedness and emotional well-being, which will lead to an increase in academic success.

OVSD currently has a Wellness Committee that supports District-led health and wellness initiatives. The Educational Services Team plans to convene a School Climate Committee, comprised of lead teachers from each site. To support the district initiative of SEL and Student Well-Being, Ocean View School District will use Title IV monies toward funding a district TOSA position that will assist implementation and curriculum/strategy development. This TOSA will be a lead member of the Wellness Committee and School Climate Committee. S/he will attend trainings and conferences that will support enhancing Social Emotional Learning at the school sites. In addition to providing strategies that increase students' self-awareness, social awareness, and relationship skills (which support the students' needs as reported in the Culture & Climate Survey), the TOSA will work to align self-management and responsible decision-making so that students can see how they align with their academic achievement. The expectation is that, as students develop their skills to manage their feelings and actions, instances of suspension will decrease.

While the district Safe and Healthy Students funding will support strategies for all schools, concentrated efforts will go toward the upper elementary and middle school grades. These grade levels reported the most concerns regarding social and mental health.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The above Safe and Healthy Students activities will be evaluated using the following metrics:

- - Absenteeism –

Student data regarding % absent during enrollment (as reported in CALPADS)

- 5% or less
- between 5% and 10%
- between 10%-20%
- 20% or above

- - Discipline –

Student data regarding suspension and expulsion (as reported in CALPADS)

- Suspension (In House)
- Suspension (Out of School)
- Expulsion

- - Culture & Climate –

Student Survey | Healthy Kids

- Questions related to emotional health, attendance, and happiness at school

Parent Survey | LCAP

- Questions related to children's emotional health and desire to attend school

The data will be gathered over the three year time frame and the team will re-evaluate the activities in Spring 2024 for implementation in 2024-2025.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To support planning and strategies for the 2021-22 year, the team analyzed culture/climate survey responses, as well as absenteeism data.

- - Absenteeism --

California Department of Education, February 2022

When reviewing district data, the analysis showed that the average of students missing less than 5% of school has remained relatively stable over the past four years (between 71%-75%). The most dramatic change, however, is the increase in students missing 10% or more of school. The chronic absenteeism for 2020-21 was at 11.08%, whereas the three years prior averaged 6.00% missing more than 10% of school.

- - Culture & Climate –

While the vast majority of students feel physically, socially, and emotionally safe in Ocean View Schools, the data shows student engagement is lacking. Almost half of students in the upper primary and middle school levels report not being interested in the activities provided during learning, with 77% reporting that they do not have opportunities for meaningful participation during instruction. One in five students report that they missed school due to being bored or uninterested in school. When it comes to remote learning, almost three-quarters of the students report not having an interest in completing the work.

The team also noticed that parents' responses to "My child is receiving a high-quality education" had decreased compared with previous results. In 2018-19, almost 90% of parents reported "yes" to a high-quality education, but the 2019-20 survey indicated an almost 10% decrease. Students' feelings of engagement may have impacted families' perception of high-quality education.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Based on the attendance and school climate/culture data analysis, the team determined that it is best to concentrate the Effective Use of Technology Title IV funding toward using technology to enhance and increase student engagement. With both the 2019-20 and 2020-21 academic years requiring remote learning and the unpredictability in instructional models for 2021-22, increasing teachers' ability to support engaging instruction, using technology will meet both in-person and remote learning needs.

Ocean View School District will use Title IV monies to support the effective use of technology in the schools. The District TOSA will provide training to teachers in technology resources that support increasing student participation and engagement during instruction. This can include collaboration resources (e.g. Google Apps for Education), interactive communication apps (e.g. Flipgrid), and active engagement tools (e.g. Pear Deck and Padlet). S/he will attend training, create instructional resources, and provide teachers with strategies/training to increase student participation and engagement. The TOSA can also provide coaching to site administrators to support modeling these resources with their staff to increase collaboration and communication.

While the District's Effective Use of Technology funding will support strategies for all schools, concentrated efforts will go toward the upper elementary and middle school grades. These grade levels reported the most concerns regarding engagement and participation in the climate and culture student surveys.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The Effective Use of Technology activities will be evaluated using the following metrics:

- - Absenteeism –

Student data regarding % absent during enrollment (as reported in CALPADS)

- 5% or less
- between 5% and 10%
- between 10%-20%
- 20% or above

- - Culture & Climate –

Student Survey | OVSD Climate Survey

- Questions related to the reason for absences and engagement/participation during instruction

Parent Survey | LCAP

- Questions related to children's desire to attend school

The data will be gathered over the three-year time frame and the team will re-evaluate the activities in Spring 2024 for implementation in 2024-25.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

June 2021

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022