

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

**School Year**

2024-25

**Date of Board Approval**

June 24, 2025

**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"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li></ul>

	<ul style="list-style-type: none"> <li>• 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)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></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"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (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. Currently, all parent communication is translated into Spanish, Vietnamese, and Arabic and Russian where applicable. 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. Currently, all parent communication is translated into Spanish, Vietnamese, and Arabic and Russian where applicable. 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. This also includes our students who receive special education services receive transition IEPs from 8th to 9th grade.

### **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:**

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. Ocean View School District does not utilize Title I funds specifically for GATE and library programs.

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 rates, and classroom gradebooks. 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 well-rounded educational initiatives, Ocean View School District (OVSD) continues to use a variety of data sources to examine needs for improvement across all schools. Each year, the OVSD Leadership Team conducts a comprehensive review of district-level academic performance, culture and climate data, and site-based program offerings. This process involves analyzing trends from local assessments such as i-Ready and state assessments like CAASPP, as well as annual stakeholder surveys and site program audits. The goal of this annual review is to ensure all students—particularly those from historically underserved groups—have equitable access to rich and engaging learning experiences that support both academic achievement and student well-being.

During the 2024–25 data review cycle, the district identified several key areas of need. In terms of academic performance, student outcomes show continued challenges in foundational literacy and mathematics. Specific areas include writing fluency and structure, phonics, vocabulary development, and reading comprehension of informational texts. In mathematics, number sense and basic operations remain difficult for many students, especially those in the earlier grades. While growth is evident in some student groups, data indicates that English Learners and Low-Income students are consistently performing below grade level in both English language arts and mathematics, with fewer students meeting or exceeding expectations compared to districtwide averages.

In the area of culture and climate, survey data from students and families highlight a need to strengthen school connectedness and engagement. While most students report feeling physically and emotionally safe at school, many indicate that they do not feel a strong connection to their school community or believe they have a meaningful voice in decision-making. Approximately one-third of students report not feeling connected to school, and a large percentage feel they lack opportunities to influence class or school activities. Parent responses echo this sentiment, with a portion expressing concern about whether their child is receiving a high-quality education or showing visible learning growth.

A review of school programs and offerings across the district revealed gaps in access to specialty programming that can promote engagement and support well-rounded development. While several schools offer programs in STEAM, Visual and Performing Arts, and Dual Language Immersion, not all sites have established areas of focus that offer students unique learning experiences beyond the core curriculum. The district recognizes that access to creative and innovative programs is an important part of fostering student motivation, increasing attendance, and supporting academic and social-emotional growth.

This needs assessment confirms that continued investment in well-rounded education opportunities is essential to meet the needs of Ocean View students. Title IV, Part A funds will help support efforts to expand enrichment programs, increase access to visual and performing arts, and strengthen instructional practices that connect academic content to student interests and real-world application. These efforts are aligned with the district's broader goals outlined in the Local Control and Accountability Plan (LCAP) and will be implemented with a focus on equity, access, and student engagement.

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

Based on districtwide data analysis and program review, Ocean View School District will use Title IV, Part A funds to strengthen student access to well-rounded learning experiences through a combination of academic, enrichment, and leadership opportunities. These activities are designed to address continued areas of need, particularly in academic performance, student engagement, and access to specialty programs.

One major initiative supported by Title IV funding is the development of the Advancement Via Individual Determination (AVID) program, which is being implemented at the middle school level to enhance academic achievement, build student leadership, and provide structured opportunities for students to demonstrate learning through inquiry-based instructional

strategies. While AVID will initially launch at Vista View, the program will be accessible to all eligible middle school students and families through the district's open enrollment process, ensuring equitable access across the district.

To support this initiative and others aligned with district goals, Title IV funds will partially fund a District Program Specialist who will provide coaching, implementation support, and professional development in key instructional areas. These responsibilities include leading the development and implementation of AVID, supporting early learning in transitional kindergarten and preschool, and coordinating the certification and delivery of Gifted and Talented Education (GATE) programs. The Program Specialist will also support the integration of Artificial Intelligence (AI) into classroom instruction and lead professional learning on writing across content areas to improve student outcomes.

In addition to academic program support, the Program Specialist will assist school teams in creating opportunities for student voice, community engagement, and volunteerism—core components of the AVID framework and essential for deepening students' connection to school. These efforts are designed to foster a sense of belonging, promote leadership, and strengthen the relationship between students and their learning environments.

Through these activities, Ocean View School District is expanding access to a well-rounded education that supports both academic success and student engagement—two of the most urgent and persistent needs identified through this year's districtwide review.

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 effectiveness of Ocean View School District's Well-Rounded Education activities will be evaluated through multiple districtwide measures that reflect both academic progress and student engagement. These indicators will guide continuous improvement and inform decisions about future planning, refinement, and expansion of Title IV-funded strategies.

Academic Performance will be measured using the i-Ready Diagnostic assessments in both reading and mathematics. Districtwide and site-specific data will be reviewed to monitor progress over time, identify achievement gaps, and evaluate the impact of instructional supports, including AVID implementation, early learning strategies, and writing across content areas.

i-Ready Diagnostic | Reading & Math  
– Districtwide and site-level overall performance

Culture and Climate will be monitored using the Ocean View School District Student Climate Survey. Specific items related to student motivation, school connectedness, voice, and leadership opportunities will be analyzed to assess whether students feel meaningfully engaged and see themselves as contributors to their school environment.

Student Climate Survey | OVSD  
– Items focused on motivation, leadership, and school connection

Parent Perceptions will be evaluated through the district's annual LCAP Parent Survey. Key indicators include perceptions about the quality of education their child is receiving and whether they observe evidence of academic learning and growth at home. These data points help determine the broader impact of programs and supports on student outcomes.

LCAP Parent Survey  
– Questions on instructional quality and observed student learning

These data sets will be reviewed in Spring 2026 as part of the annual planning cycle. The OVSD Educational Services team will analyze results in collaboration with site administrators to determine the effectiveness of current strategies and identify adjustments for the following school year. This ongoing evaluation ensures that Title IV, Part A activities remain responsive to student needs and aligned with district goals for academic achievement, engagement, and equity.

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

To support planning for the 2025–26 school year, Ocean View School District reviewed a combination of local and state-level data focused on student well-being, behavior, and engagement. These included findings from the annual student and parent climate surveys, as well as data from the California School Dashboard related to suspension rates and chronic absenteeism.

#### Absenteeism

Chronic absenteeism remains an area of concern across several student groups. According to the 2024 California School Dashboard, overall chronic absenteeism decreased by 2.7 percentage points—dropping from 14.4% in 2023–24 to 11.7% in 2024–25. While this downward trend is encouraging, analysis shows that certain student groups, including English Learners, Foster Youth, Students with Disabilities, and Low-Income students, continue to experience higher rates of absenteeism than the district average. Attendance remains a focus area for improvement, as consistent school attendance is closely linked to academic performance, engagement, and school connectedness.

#### Culture and Climate

Student climate survey results highlight a need to improve students' emotional well-being and connection to school. While most students report feeling physically safe on campus, the data show that emotional wellness and engagement continue to be challenges, particularly at the middle school level. Approximately 24% of elementary students and 45% of middle school students reported that they are not happy to be at school. Additionally, 20% of middle school students stated they do not feel they have a trusted adult to turn to when they need help. These findings underscore the need for enhanced Tier 1 supports, social-emotional learning, and access to mental health services.

Interestingly, parent perceptions in this area differ from those of students. While a significant portion of students expressed a lack of joy and connection at school, only 9% of parents reported that their child does not enjoy going to school. This gap in perception highlights the importance of continuing to elevate student voice in district planning and support services.

#### Discipline

Suspension data from the 2024 California School Dashboard also shows improvement. Suspension rates declined from 2.0% in 2023–24 to 1.3% in 2024–25. While overall suspensions are down, the district continues to monitor discipline data disaggregated by student group to ensure equitable implementation of behavioral interventions and restorative practices. In particular, Foster Youth and Students with Disabilities have historically experienced disproportionate rates of suspension, and ongoing attention is being given to ensure these students receive the support they need.

Through this multi-layered data review, Ocean View School District identified clear areas for continued focus: increasing student engagement and well-being, reducing absenteeism, and ensuring equitable and supportive behavior practices. These findings will inform the planning and implementation of strategies funded under Title IV, Part A to promote healthy, safe, and supportive learning environments for all students.

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

Based on analysis of attendance, discipline, and school climate data, Ocean View School District is committed to fostering school environments that are safe, inclusive, and supportive of all students. While suspensions and chronic absenteeism have decreased districtwide, survey data reveal that a significant number of students—particularly in upper elementary and middle school—continue to struggle with emotional well-being and connection to school. In response, the district will continue to implement strategies that promote engagement, student leadership, and a stronger sense of belonging.

One of the primary activities supported through Title IV, Part A funding is the development of the Advancement Via Individual Determination (AVID) program at the middle school level. AVID is designed to build academic confidence, increase access to rigorous coursework, and empower students through leadership and inquiry-based instructional practices. The program also includes components that emphasize community building, goal-setting, and student voice—core elements that help students feel more connected and invested in their school experience.

To support the successful implementation of AVID and other engagement-focused initiatives, Title IV funds will continue to partially fund a District Program Specialist. This specialist plays a key role in coaching site leaders and staff in instructional design and implementation, with an emphasis on increasing equity, relevance, and student-centered learning. In addition to AVID, the Program Specialist supports several other district priorities that contribute to student engagement and school connectedness, including: Early Learning (transitional kindergarten and preschool), Gifted and Talented Education (GATE) program coordination and certification, Integration of Artificial Intelligence (AI) into instructional practices, and Writing across content areas to support student expression and academic identity.

The Program Specialist also assists school teams in expanding opportunities for student voice, volunteerism, and community involvement, particularly through the AVID framework. These efforts support a more inclusive school climate by ensuring that students are not only participants in their education but also contributors to their school culture.

While these activities are academic in nature, they directly align with the district's goals to reduce chronic absenteeism, strengthen student engagement, and close opportunity gaps for historically underserved groups. Title IV-funded initiatives will be concentrated in upper elementary and middle grades, where data show the greatest need for connection, leadership opportunities, and academic challenge.

Through this work, Ocean View School District continues to create learning environments where students feel seen, supported, and empowered—contributing to both their academic growth and overall well-being.

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 strategies and activities funded under Title IV, Part A will be evaluated through a combination of attendance, behavior, and school climate data, as well as feedback from students and families. The goal is to assess the extent to which the district's efforts to strengthen student engagement, connection, and academic leadership opportunities are resulting in safer, healthier, and more supportive learning environments.

Absenteeism will continue to be monitored using districtwide student attendance data as reported in CALPADS. The percentage of students falling into key attendance bands will be tracked to assess the impact of student engagement strategies:

- 5% or less days absent
- 5% to 10% days absent
- 10% to 20% days absent
- More than 20% days absent

Discipline will be reviewed annually using CALPADS-reported suspension and expulsion data. Trends in both in-school and out-of-school suspensions, as well as any expulsions, will be analyzed to ensure that engagement and leadership programs are contributing to positive student behavior and equitable disciplinary practices.

Culture and Climate will be evaluated through multiple measures, including:

Student Climate Survey (OVSD) – items related to school connectedness, happiness at school, access to trusted adults, and perceptions of leadership and voice.

Parent LCAP Survey – items focused on perceptions of student emotional well-being, safety, and desire to attend school.

As AVID and related initiatives are implemented, the district will also monitor participation and access data to ensure diverse student representation in leadership and enrichment opportunities, especially among English Learners, Low-Income students, Foster Youth, and Students with Disabilities.

These metrics will be reviewed by the Educational Services team in Spring 2026 as part of the district's annual evaluation cycle. The data will inform program adjustments and strategic planning for 2026–27, ensuring Title IV efforts remain responsive to student needs and aligned with the district's goals for equity, engagement, and student well-being.

## 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 for the 2025–26 school year, Ocean View School District reviewed data related to student engagement, instructional relevance, and overall perceptions of learning quality. These insights were gathered from district-administered student climate surveys, parent feedback from the annual LCAP survey, and chronic absenteeism data reported through the California School Dashboard.

Absenteeism data continues to provide important context when evaluating instructional engagement. While the district's overall chronic absenteeism rate declined from 14.4% in 2023–24 to 11.7% in 2024–25, disaggregated data shows that some students continue to miss school at high rates. Districtwide efforts to reduce chronic absenteeism are closely tied to increasing students' interest in and connection to their learning experience—including the role that technology plays in making instruction more relevant and engaging.

Student climate survey results indicate that engagement with learning activities remains an area of need, particularly in upper elementary and middle school grades. A significant percentage of students report that the instructional activities provided during the school day are not interesting or meaningful. Many students indicate they lack opportunities for active participation or voice during instruction, which affects their motivation to attend school and complete assignments. These findings point to the importance of using technology not only for access and remediation, but also as a tool for inquiry-based learning, collaboration, creativity, and real-world application.

In addition, parent feedback collected through the district's LCAP survey shows a slight decline in the percentage of families who strongly agree that their child is receiving a high-quality education. Families have expressed interest in seeing more innovation and engagement in the classroom—an area where purposeful integration of technology can play a significant role.

Collectively, these indicators highlight the need for deeper use of instructional technology to enhance relevance, foster student voice, and promote engagement in ways that support both academic growth and student well-being. These findings informed the district's technology-related planning for 2025–26 and will guide the implementation of Title IV-funded activities in the upcoming year.

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 district's review of attendance and school climate survey data, Ocean View School District will continue to use Title IV, Part A funds to promote the effective use of technology as a tool to enhance student engagement, amplify student voice, and improve the overall quality of instruction. Student feedback—particularly from upper elementary and middle school grades—indicates a need for more interactive, relevant, and meaningful learning experiences. Integrating technology intentionally into instructional practices is a key strategy to help address these needs.

Title IV funding will support the work of a District Program Specialist, who will lead professional learning and coaching efforts focused on technology integration across classrooms. The Program Specialist will provide direct support to teachers in developing instructional strategies that use technology to increase participation, engagement, and collaboration. This includes creating classroom-ready resources and offering job-embedded coaching aligned with the district's instructional priorities.

The work of the Program Specialist directly supports district initiatives such as AVID implementation, writing across content areas, early learning, and Artificial Intelligence (AI) integration. By helping educators use digital tools to deepen academic engagement and foster student leadership, the Program Specialist will ensure technology is not simply an access point, but a vehicle for enhancing instructional quality and student learning outcomes.

Additionally, the Program Specialist will partner with site leaders to model effective use of technology for staff and help sustain a culture of innovation and continuous improvement.

While all schools will benefit from these supports, concentrated efforts will continue to focus on upper elementary and middle school grades, where students reported the highest levels of disengagement. These supports are designed to ensure that students not only access instruction, but participate in it meaningfully and feel connected to their learning.

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 effectiveness of activities supported by Title IV, Part A funding under the Effective Use of Technology priority will be measured through a combination of attendance data, student climate survey responses, and parent feedback. These metrics will help the district assess whether technology-enhanced instruction is contributing to increased student engagement, participation, and connection to learning—especially in upper elementary and middle school grades.

Absenteeism data, reported through CALPADS, will continue to serve as an indirect indicator of student engagement. The district will monitor the percentage of students in the following attendance bands:

- 5% or less days absent
- 5% to 10% days absent
- 10% to 20% days absent
- More than 20% days absent

Student climate surveys will provide insight into how students perceive their learning environment and their opportunities to participate in meaningful, engaging instruction. Specific questions related to interest in classroom activities, voice during instruction, and overall motivation to attend school will be analyzed.

Parent feedback, gathered through the annual LCAP survey, will also be used to assess changes in perceptions of instructional quality and student enthusiasm for school. Questions regarding students' interest in learning and the perceived value of school will help the district understand how instructional shifts are being experienced at home.

In addition to these broader metrics, the Educational Services team will monitor the implementation of key instructional initiatives supported by the Program Specialist—such as AVID strategies, integration of writing and AI, and classroom use of engagement tools—to assess consistency and impact across sites.

All data will be reviewed in Spring 2026 as part of the district's annual program review cycle. Results will guide decisions about professional development, instructional priorities, and future Title IV funding allocations to ensure continued progress toward increasing student engagement through effective use of technology.

- 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:

This was from before: \*\*\*\*\*  
June 2021

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

California Department of Education  
February 2022