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

School Year

2026-27

Date of Board Approval

LEA Name

Solana Beach School District

CDS Code:

37-68387 0000000

Link to the LCAP:

(optional)

https://www.sbsd.k12.ca.us/departments/instructional-services/local-control-and-accountability-plan-lcap

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 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.

Strategy

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

The Solana Beach School District (SBSD) continually seeks to meet the needs of each and every learner as reflected in the SBSD LCAP, goal 1 for 2026-27. SBSD's strategy for using federal funds is to increase the historically underperforming student groups performance to meet or exceed standards. SBSD has focused Title I monies to our sites with historically vulnerable students to support literacy as a preventative measure. Highly-qualified, credentialed reading specialist teachers support additional targeted literacy instruction, and supplemental materials to support targeted instruction.
Research supports that when students receive targeted instruction in the area(s) where they are not meeting the standard, progress can be made. In addition, federal funds are used to support evidence-based professional learning (Title II) of staff to support students, as well as resources to support overall student well-being and enhance partnerships with staff and families to support students (Title IV).

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.

As a "Community Funded District", federal funds will be used to supplement the core instructional program for historically underperforming student groups. Research shows, a highly trained effective teacher can have a positive impact on student achievement, more than any other aspect of schooling. As such, the federal dollars will be utilized to support personnel who are highly trained to directly support the student group identified above. The teachers will provide additional targeted instruction and progress monitoring and adjust instruction to meet the needs of the student. In addition, federal funds will be utilized to invest in quality professional learning around evidence-based practices to support student learning and further overall student well-being through additional resources as identified by needs to enhance partnerships with staff and families to support students.

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 *(as applicable)*

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 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

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

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

SBSD is committed to each and every child being taught by highly effective teachers. Using the tools on the CDE website and Dataquest, SARC, and Audit reports the following information was gathered and determined:
-Are low-income or minority students taught at higher rates than other students by ineffective/misassigned teachers? No, all SBSD teachers are appropriately assigned and fully credentialed.
-Are low-income or minority students taught at higher rates than other students by out-of-field teachers? No, all SBSD teachers are appropriately assigned and fully credentialed.
-Are low-income or minority students taught at higher rates than other students by inexperienced teachers? No, sites where low-income and minority students are taught actually have more experienced teachers.

SBSD does not demonstrate disparities in our educator equity data. 100% of our teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports). The average number of years of service for teaching experience at the school sites with students who identify as low-income and/or minority students is a little over 20 years. Teachers are evaluated per the District's Collective Bargaining Agreement, and data shows no teachers with these students have received an unsatisfactory evaluation. As a result, all students, including low-income and minority students are taught by effective, experienced teachers.

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: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
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.

SBSD promotes parent/guardian, family, and community engagement for each and every student, including Title I students and their families. SBSD has utilized systems of communication to engage educational partners in gathering input and feedback with district goals and actions. This includes: surveying, meetings, and a planning process designed to ensure alignment between district and school site plans. Parents from every school site, with representation from School Site Councils (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) represent pupils and unduplicated pupils. Data is shared and analyzed throughout the school year with educational partner groups to help determine next steps in programs and actions as it aligns to needs and goals. In addition, parent(s)/guardian(s) have an opportunity to participate in the Parent Advisory Roundtable, the LCAP Input

Survey, Family Climate surveys and meetings throughout the school year. Additional outreach from our site principals and district community liaisons also occur. The District will continue to refine its planning process next school year to continue to strengthen the overall process. Nonetheless, communication and two-way engagement is critical to the success of our students. As a result, SBSD has taken action steps to ensure strong parent/family engagement.

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:

The District has two Community Liaison staff members who assist in bridging connections between parents/families and the school site. The staff assist with communication, sharing and gathering information about community needs, surveying parents/families, and coordinating opportunities for parent/family education. When requested, the Community

Liaisons accompany parents/families to parent/family/teacher conferences, site meetings, and assist with applications and forms related to school. Translation support with spanish and mandarin are available.

In addition, parent/family/teacher conferences occur at minimum twice a year, and are opportunities for communication of student progress, as well as site and classroom weekly communications. Other opportunities to understand the academic standards and expectations occur at the Back-to-School Night. Surveying parents/families is an additional venue offered by each school site to gather input from parents/family. Whenever possible, communications are provided in the home language of the family.

The Parent Involvement Policy is provided annually to all parents/guardians of students at the beginning of each school year. The policy is based upon Board Policy and Administrative Regulations and is reviewed regularly to ensure compliance with state and federal laws. The District consults with families through the Parent Advisory Roundtable, DELAC, ELAC, School Site Council (SSC), parent/family information nights held by site, and surveys. All schools hold a parent/family volunteer meeting to discuss ways to meaningfully partner together with the school to support their child. Collective feedback from the venues described above inform any changes to the policy.

Educational Partner Engagement Process/ Parent/Family Requests for Types of Parent/Family Involvement:
SBSD promotes parent, family, community, and staff engagement for all students. SBSD annually consults with families of all students and historically underperforming student groups as part of the LCAP process through surveys, the district and site meetings, parent advisory roundtable, SSC, DELAC, and ELAC. Questions about the family engagement activities and suggestions for improvement are gathered and incorporated within the LCAP analysis and next steps process. The information is reviewed, where strengths and areas of improvement are identified to make any necessary changes.

Assistance and Training for Parents/Families:
Various venues exist to support parents/families in understanding the academic expectations and progress of their child. Academic standards and expectations are discussed and questions answered during Back-to-School Night. If parents are unable to attend, teachers provide written information with opportunities for follow-up. Teachers provide ongoing communication to parents as it relates to progress and the academic standards. Parent/Family/Teacher conferences and progress reports are opportunities to discuss student progress, as well as site weekly communications. Whenever possible, communications are provided in the home language of the family. Trainings for parents are based on an analysis of student data, needs assessment, and surveying parents. Free child care is offered, and translation in spanish and mandarin are available.

Educating Staff of the Value of Parent/Family Partnerships:
District and site leaders engage in professional learning to support communication and partnerships between schools and families. Site leaders meet with staff to educate and ensure actions are taken to support partnerships with families. Evidence of positive impact are gathered through parent/family and staff climate surveys, LCAP Input Survey, high participation rates in school and district events, parent/family/teacher conferences, PTO/PTA meetings, Special Education Parent Advisory Council, and site committees (e.g. School Site Council, ELAC).

Communicating Information that is Accessible:
Multiple venues of communication exists to support parents/families who have: limited English proficiency, disabilities, and migratory children. To the extent possible, documents and communication may be translated and interpretation services available into the families' primary language for spanish and mandarin, and other languages, if possible. Parents/family members with disabilities are provided with reasonable accommodations to the extent possible (sign-language interpreters). Meetings with parents/family of migratory students will be held before students are away from school and/or after an extended absence to assist parents/families to help student overcome education disruption. District/site staff are available to answer questions and/or explain reports. Technology is used to communicate information and request feedback regarding LCAP goals and actions. LCAP surveys are posted on the district and school websites during the duration the survey is open. District and site communication is sent through Parent Square, where there is a feature within Parent Square to translate into one's primary language. In addition, "all-calls" are made to share important information with families, including upcoming district and site wide events. Social media, site and classroom communications, site parent groups, SSC, parent advisory groups, ELAC, and DELAC are also utilized to support families with information.

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.

SBSD has two targeted assistance (TAS) programs. The schools that operate a TAS program conduct an annual needs assessment, including reviewing data, gathering input from educational partners, and sharing the results of the annual evaluation. The School Site Council (SSC) supports the development of the school plan for student achievement. Through student data analysis, identified needs are noted, then the development of identified goals, metrics/outcomes, strategies/activities, and Title I expenditures are identified to improve academic achievement. Student Success Days are held where school site staff leaders and teachers come together and analyze student data (local and state assessment data - both academic and social-emotional) to identify students at the highest risk of not meeting state academic standards or state identified indicators (e.g. absenteeism). Actions to support educational services for students include: evidence-based intervention strategies, professional learning for teachers to improve instructional practices, and additional teachers and staff instruct at the two schools to provide push-in and pull-out support to students with targeted and intensive supports in English language arts, mathematics, and other content areas based on assessed needs. The SSC monitors the implementation of the school plan throughout the year, and each spring, the SSC conducts an annual evaluation of the strategies/activities included in the plan to determine whether they had a positive impact on student achievement and whether the actions should be continued, adjusted or abandoned; or if additional actions need to be added. The results of the evaluation support the development of the school plan for the following year.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SBSD has two elementary sites that operate a TAS program. Students at the highest risk for not meeting state academic standards are identified through site Student Success Days, and ongoing progress monitoring of an analysis of student data throughout the school year. Student Success Days are held where school site staff leaders (principals, support staff) and teachers come together and analyze student data (local district benchmark data (e.g. i-Ready, district benchmarks) and state assessment data (e.g. SBA, ELPAC) to identify students at the highest risk of not meeting state academic standards.
Additional targeted and intensive supports and progress monitoring of the impacted students occur with the classroom teacher, intervention teacher, and through the student success days. Updates through venues such as School Site Council and ELAC on student progress occur. Communication through parent/family/teacher conferences, as well as site and classroom communication support two-way communication.

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:

Our Student Services Department has a designated McKinney-Vento Homeless Liaison to ensure the rights of students experiencing homelessness. It is the responsibility of the liaison to coordinate applicable services and provide ongoing support, resources, and information to families. A district staff member is assigned to work directly with families to support the enrollment process, site placement, and support services to ensure students are fully integrated into the

school program, including translation. If applicable, transportation, and additional support services are deployed to assist with both academic and overall wellness. The liaison works to communicate available educational opportunities with families of students experiencing homelessness and to ensure rights are being honored while maintaining confidentiality. Some services that are offered to support students who are identified under McKinney-Vento include but not limited to:
*Enrollment support: Students experiencing homelessness are guaranteed immediate enrollment, even if they lack paperwork such as immunization records or other required health records, proof of residency, school records, or legal guardianship paperwork. When these documents are incomplete, the Homeless Liaison helps parents/guardians to acquire the documents.
*Site placement: Students experiencing homelessness have the right to remain at their school of origin, and are monitored to ensure they are not displaced if the family moves out of the school boundaries. Support may include assisting families in completing paperwork to remain at their school of origin, supporting coherence and a stable educational environment.
*Educational support: All students are entitled to a free and public education to support their educational experience. Homelessness can impact the emotional and academic stability of students. School based counseling services are made available to support students social-emotional well-being, and if the needs are beyond the scope of school-based counseling, SBSD has the support of a Licensed Clinical Social Worker and school social work interns who may assist with coordinated services and referrals to outside agencies. In addition, targeted and intensive support programs in content areas (e.g. math, reading) are provided when needed. Academic enrichment and intervention opportunities are also provided at no cost to the family.
*Other supports: Transportation is arranged at no cost to parent/guardian if it is a barrier for the student to come to/from school. Translation services are available to support communication with parents/families. Free nutrition program is offered to all students experiencing homelessness upon enrollment. The Homeless Liaison tracks attendance for students to make sure their attendance is consistent. Many students experiencing homelessness struggle to have their basic needs such as food, clothing and shelter met. To the extent possible given limitations on social services, the Homeless Liaison makes referrals for these needs, while maintaining confidentiality of students/families. (e.g. Operation School Bell, Adopt a Family)

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

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:

Not applicable

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:

Not applicable

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.

SBSD is part of the North Coastal Consortium Teacher Induction Program, and provides in-house mentors to support teachers through induction. The program assists new teachers clearing their preliminary credentials and welcomes them to our district and site teams. The program provides effective training, vetting, and retention of high-quality teachers. In addition to induction, the District provides ongoing professional learning (PL) grounded in evidence-based practices and the state standards and frameworks to further the application of connections, deeper thinking and learning through an equity lens for all students. As outlined in Goal 1 of the 2026-27 LCAP, SBSD provides PL for teachers, administrators (including principals), and support staff on the California Standards/Framework, technology integration, and instructional strategies to specifically address the needs of English learners, students with disability, struggling learners, and advanced learners. In addition, all staff, including teachers, principals, support staff, and leadership team members will engage in professional learning to support the needs of each and every learner. Districtwide PL is offered to all staff members in August and is threaded through the entire school year. Monitoring the implementation of the PL, and impact on student outcomes occur through evidence gathered during site equity visits, student focus groups, survey feedback, analysis of student data, and the evaluation process used for administrators, teachers, and support staff.

SBSD values and maintains a professional learning (PL) system that supports staff throughout each individual's career.

Teachers
New teachers to the district who are in their first two years of teaching participate in an induction program facilitated by a regional consortium. Teachers in induction are assigned an induction mentor who meets with them regularly to provide feedback, collaboration, and support. This is designed as job-embedded support from a veteran SBSD educator or retired educator.

All teachers participate in mandatory PL in the area(s) of identified need. This is based on local and state data, as well as a survey. Each year the PL is adjusted based on an analysis of student data, classroom observations, and feedback obtained through the LCAP educational partner engagement process. Educational partners include certificated and classified staff, principals, leadership team, parents, and other community members. One optional PL day will be provided prior to the start of the school year, focused on district goals. SBSD has over eighty-eight percent participation of teachers, and 100% participation of administrators. Teachers have an average of four hours of release or preparation time each week to support the implementation of strategies to further student learning.

Teachers who are "on-year" for evaluation complete the evaluation cycle which includes developing goals with the evaluator, observations, and meetings with the evaluator throughout the year. Teachers whose evaluation "does not meet standard" in one or more areas are placed on an Assistant Plan designed to improve areas of need and offered targeted support.

Teacher leadership opportunities are available through: Teachers on Special Assignment; site and district leadership committees; SSC; Induction mentors; Teaching and Learning Project Specialists, and leading site/district professional learning. All of our principals were previously teachers.

Principals/Other School Leaders
Newly credentialed administrators are given information about job-embedded clear induction programs through SDCOE. Administrators with Preliminary Credential status are required to complete a CTC accredited program. New principals receive mentoring from senior management leaders, and other outside coaches. All principals and district leaders participate in PL during Leadership team meetings or principal meetings and content-specific trainings. To determine the foci of the PL, student data, feedback surveys, and classroom observations are used. Every administrator develops with their evaluator professional goals for the school year based on the District and site goals. Progress towards these goals are monitored throughout the year, with identified benchmarks and evidence to support progress. Administrators who "do not meet standard" at the end of the year may be placed on an Assistance Plan for the following year.

System Evaluation of Professional Growth
An analysis of student data from i-Ready, state and district benchmark assessments, and equity visits are used to monitor student progress. In addition, the California School Dashboard results provide data on student progress and identified area(s) of need. Using this information, coupled with survey feedback from professional learning, student focus groups, the LCAP input process from all educational partners, and the evaluation process used for administrators, teachers, and support staff, PL needs are identified and actions are adjusted to meet the identified needs as reflected in the District LCAP and Site School Plans.

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:

Currently, SBSD does not have schools identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) status.

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.

Solana Beach School District (SBSD) utilizes state and local assessment data to monitor progress of student learning. State assessment data includes CAASPP/CAA (grades 3-6), ELPAC (grades K-6, if applicable), CAST/CAA CAST, (grade 5), and the California School Dashboard data. In addition, SBSD utilizes local assessment data such as i-Ready assessments and formative assessments which are administered throughout the school year to support the progress monitoring of student learning. Analysis of the data occurs at the school and district levels and are shared at site and district meetings, DELAC, ELAC, and parent/community venues such as School Site Council/PTA/PTO meetings. As part of this collection of data, professional learning for teachers, support staff, and administrators is driven based off of the identified needs for students. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure safe, productive learning environments for the best overall educator effectiveness.

The following data points will be used to monitor the effectiveness of supports offered to teachers, administrators and other school leaders to support continuous improvement at least annually: number of teachers and administrators on assistance plans, employee retention rates, professional learning feedback surveys, LCAP survey, staff surveys.

Ongoing consultation will occur through:
District's Professional Development Plan - provides teachers with opportunity to meet with their site principal/evaluator to establish a year-long plan to improve instruction.
LCAP/SPSA community engagement process includes an analysis of student data to determine if ongoing student progress is occurring, and to prioritize needs across the district.
Evaluators and "on-year" employees will establish and discuss goals and progress made towards goals aligned to District goals throughout the school year.
Staff surveys, focused on professional learning are administered after each professional learning session to gather feedback and input on next steps. This information is coupled with classroom observations to observe impact on student learning, site equity visits, and student focus groups.

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:

SBSD allocates Title IV funds to support safe and healthy students. As outlined in our LCAP, goal 2, overall student wellness is a priority, with a strong focus on the social-emotional wellbeing of students, which includes mental health supports for students struggling with appropriate behaviors. To support early intervention, a Social-Emotional Learning (SEL) Universal Screener will be administered to all students at least twice a year to identify students who may be at potential risk. To support early intervention, specifically as it relates to behavioral and verbal challenges, additional targeted or intensive support services would be provided to identified students. Support provided would be determined through a multi-tiered system of support, comprised of site and district teams. School counselors at each site and a licensed clinical social worker, as well as school social work interns support district and site SEL teams in strengthening SEL for all students, and providing targeted and intensive support for identified students. Additionally, to support progress monitoring the well-being of students, climate surveys administered to students, parents, and staff will continue, along with student focus groups.
Through the LCAP process, SBSD engaged educational partners including: parents, DELAC, Parent Advisory Roundtable, PTA/PTO, Solana Beach Schools Foundation, Special Education Parent Advisory Council, community organizations, teachers, district and site administrators, classified staff, other certificated staff, SBSD Board of Education, and bargaining units to develop and refine action steps to support overall student wellness as outlined in goal 2 of our LCAP. Surveys were conducted and meetings were held to gather input. In addition, SBSD consulted with private and parochial schools, providing information and opportunities to participate.

For the comprehensive needs assessment, as required by Section 4106(d), since Solana Beach School District receives an allocation of less than $30,000 (SBSD allocation is approximately: $13,000), and is not required to conduct a comprehensive needs assessment, the assessment was embedded as part of the LCAP process.