

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School Year

2023-2024

Date of Board Approval

06/27/2023

LEA Name

Oceanside Unified School District

CDS Code:

37-73569-0000000

Link to the LCAP:

(optional)

<https://www.oside.us/domain/51>

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.

The Oceanside Unified School District has three LCAP goals:

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

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

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

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

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

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

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

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

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

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

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

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

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

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

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

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

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

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
Provision addressed in the Consolidated Application Reporting System.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *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 CDE's 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.

Example of Data Sheets

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Process:

Oceanside Unified School District conducted an analysis by reviewing teachers' credentials and assignments to determine the number of ineffective, out-of-field teachers, and inexperienced teachers within our LEA. Utilizing AERIES, we calculated the percentage of low-income and minority students at each site. These percentages were compared to the numbers of ineffective, inexperienced, and/or out-of-field teachers. The teacher percentages were determined by utilizing CalSAAS, CCTC, and personnel management system data. After compiling the information, a root cause analysis was conducted for the areas of significance, Inexperienced Teachers and Out-of-Field Teachers.

Analysis:

Across the district, the district-wide data point with the highest instance (7%) is the number of Inexperienced Teachers. Following the 2020-2021 school year, the District had many retirements and resignations. In backfilling these positions, we hired several new employees with two years or less of experience.

Another factor contributing to the increased number of inexperienced educators is the District's agreement with the Collective Bargaining Unit (CBU) regarding Special Education caseloads. The District and the CBU have determined that when Education Specialist caseloads exceed the average, and reassignments are not an option, a new Education Specialist will be hired. This, coupled with the rise in students qualifying for Special Education services post-pandemic, has increased the need to hire additional Education Specialists.

One area of note in our data is the number of Inexperienced Teachers at four of our schools. Together the sites have thirteen teachers with less than two years of experience. In analyzing the circumstances for hiring each of these teachers we found that these teachers were hired for the following reasons:

- 4 due to growth in Special Education caseloads,
- 2 due to promotional opportunities for existing staff,
- 5 due to retirements/resignations,
- 2 due to transfers

Hiring staff to replace vacant positions and to fill positions due to growth often results in hiring a less experienced educator. Our collective bargaining agreement allows for involuntary transfers; however, this type of staffing change is one the district takes infrequently. For the 2023-23 school year, we will be working with our CBU to fill an expected vacancy at North Terrace Elementary (10.26%) with an involuntary transfer of an experienced Education Specialist. North Terrace is a site that has experienced a high staff turnover rate in recent years.

In examining the Educator Equity data for Inexperienced Teachers, we recognized the need to make a change to our Voluntary Transfer process. Moving forward, we will utilize the Educator Equity data as an added consideration prior to granting any transfer requests. The district will consider each of the Educator Equity data points at a school site to determine if granting a transfer request will disproportionately impact the students on that campus. We will work in collaboration with the CBU to assist staff in understanding the variables the district uses in granting transfer requests.

The number of Out-of-Field teachers primarily results from teachers that do not have clear Crosscultural, Language, and Academic Development (CLAD) permits. 2.4% (18) of all OUSD teachers are Out-of-Field, and 1.6% (12) of all teachers have emergency CLAD permits. With the increase in the number of educators receiving their credentials from online universities located out-of-state, there is an increase in teachers hired without their English Language authorization.

Having each of our teachers appropriately credentialed to provide instruction to our multilingual students is a priority. Beginning with the 2023-24 school year, the district will use Title II funds to reimburse teachers with CLAD permits for the cost of the needed coursework for obtaining a clear CLAD credential.

Elementary School												
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
North Terrace Elementary	850	130	15.29%	415	49%	39	1	3%	2	5%	4	10.26%
Santa Margartia Elementary	561	134	23.89%	348	62%	27	0	0%	0	0%	1	3.70%
Ivey Ranch Elementary	734	184	25.07%	470	64%	34	0	0%	1	3%	2	5.88%
Stuart Mesa Elementary	538	135	25.09%	343	64%	27	1	4%	2	7%	3	11.11%
Palmquist Elementary	516	197	38.18%	288	56%	26	0	0%	2	8%	2	7.69%
Christa McAuliffe Elementary	487	210	43.12%	328	67%	24	0	0%	0	0%	2	8.33%
South Oceanside Elementary	489	242	49.49%	306	63%	24	0	0%	0	0%	0	0.00%
Nichols Elementary	519	262	50.48%	461	89%	25	0	0%	0	0%	1	4.00%
Reynolds Elementary	557	301	54.04%	493	89%	25	0	0%	0	0%	1	4.00%
Del Rio Elementary	392	221	56.38%	361	92%	18	0	0%	1	6%	0	0.00%
Louise Foussat Elementary	515	298	57.86%	467	91%	26	1	4%	0	0%	3	11.54%
Pablo Tac School of the Arts	461	284	61.61%	412	89%	26	0	0%	1	4%	3	11.54%
Libby Elementary	444	291	65.54%	412	93%	21	1	5%	0	0%	0	0.00%
Mission Elementary	509	365	71.71%	461	91%	21	0	0%	0	0%	1	4.76%
Laurel Elementary	427	311	72.83%	401	94%	21	1	5%	0	0%	1	4.76%
LEA Total	7,999	3,565	45%	5,966	75%	384	5	1%	9	2%	24	6%
Middle School												
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
Cesear Chavez Middle School	655	448	68%	602	92%	33	0	0%	1	3%	1	3.03%
Jefferson Middle School	459	370	81%	438	95%	27	1	4%	0	0%	1	3.70%
Lincoln Middle School	689	399	58%	507	74%	31	0	0%	2	6%	1	3.23%
Martin Luther King, Jr. Middle School	1,159	509	44%	895	77%	59	2	3%	0	0%	1	1.69%
LEA Total	2,962	1,726	58%	2,442	82%	150	3	2%	3	2%	4	3%
High School												
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
El Camino High School	2,528	1,168	46%	2044	81%	116	1	1%	3	3%	1	0.86%
Oceanside High School	1,791	958	53%	1403	78%	97	1	1%	3	3%	1	1.03%
LEA Total	4,319	2,126	49%	3,447	80%	213	2	1%	6	3%	2	1%

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> Provisional Internship Permits, Short-Term Staff Permits

	<ul style="list-style-type: none"> • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

The District uses the LCAP community partner engagement process at CSI/ATSI schools during site/District meetings to gather input. In addition, LCAP surveys are distributed to all educational partners in the spring. The input gathered from the surveys and during meetings is used to identify strengths and areas of need for each school and the District. Site results are provided to principals to use as part of the site's annual evaluation of the School Plan for Student Achievement (SPSA) and to make adjustments for the following academic year. In addition to this CSI and ATSI school sites engage families through School Site Council meetings, ELAC meetings, and the annual CSI family surveys. The data gleaned from these meetings and data gathering sources allow for the sites to develop a more comprehensive plan with the voice of families and community in mind coupled with a reflection on the data. We maintain the importance of including families into the process of engaging in continuous improvement in order to reach our goals.

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

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:

Parent and Family Involvement in CSI Plan Development

The ongoing, annual process of educational partner engagement is the most essential aspect of CSI plan development for Surfside High School, which is the only CSI school in OUSD. Gathering diverse community input helps build trusting relationships, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. Community partner engagement activities support SPSA/CSI strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. Surfside High School engaged with the following community partners as part of the CSI/SPSA planning process:

School Site Council: Members of the School Site Council (SSC) include the site administrator, teachers, one non-teaching staff member, parents/community members, and students. To ensure equal SSC representation, the number of parent/community/student members always equals the number of school staff representatives. SSC SPSA development includes opportunities to analyze data, provide input, ask questions, discuss areas of strength, offer ideas for improvement, and discuss the budget. The SPSA draft and the Annual Review are shared with the SSC for review and comment before final approval, which requires a quorum of elected members.

English Learner Advisory Committee: The English Learner Advisory Committee advises the School Site Council regarding programs and services for English Learners and assists with the needs assessment for English Learners. The ELAC discusses strengths and ideas for improvement. Student performance data, community partner input, and recommended changes to the SPSA are shared and discussed. A SPSA overview is shared with the ELAC for review and comment and suggestions are provided to the SSC for consideration. Spanish interpretation is available during ELAC meetings.

Other community partner involvement opportunities at Surfside High School include the Principal Meet-and-Greet and Coffee with the Principal.

Parent and Family Engagement Implementation and Capacity Building

Parent and Family Engagement Policy:

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

Assisting Parents to Improve Achievement:

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

Materials & Training for Parents:

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

Educate Staff:

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

Coordinate & Integrate Parent Engagement with Other Programs:

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

Information is Distributed in an Understandable Format:

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

Other Parental Engagement Activities

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

Opportunities for Informed Participation:

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

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

The District annually consults with families as part of the LCAP process through surveys and site/District parent advisory committee meetings. Questions about the effectiveness of family engagement activities, suggestions for improvement, and ideas for parent involvement activities are included. The information is reviewed to identify strengths and areas of improvement, and to make changes to the LCAP and the Parent and Family Engagement Policy. One of the District's LCAP goals is focused on family engagement, outlining metrics/outcomes, actions/services, and expenditures to provide parents with opportunities to offer input on decisions and participate in programs.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

OUSD offers the following services:

Liaisons:

OUSD's Student Services department has designated a District Homeless Liaison who provides support and resources for implementation of McKinney-Vento. Each school also has a designated a staff member to serve as the site liaison. Onsite school liaisons provide support for our 59 Foster Youth and 241 transitional students to ensure they have the resources necessary for school success. For example, District and site liaisons facilitate enrollment and monitor attendance for our homeless children and youth. OUSD collaborates with the San Diego County Office of Education regarding updates and resources available for liaisons who support foster/transitional students. The County provides monthly professional learning opportunities for both District and school liaisons along with supports for identifying and reporting foster/transitional students.

Immediate Enrollment:

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

School Choice Options:

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

Educational Support:

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

Awareness Building:

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

Student Personal Needs:

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

Additional Information:

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

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

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

- Teachers with preliminary credentials are provided information regarding local Induction options for clearing their credentials. Teachers may opt to participate in the SDCOE - OUSD partnership program. This has job-embedded professional learning and support from veteran OUSD educators. Induction candidate growth is monitored through feedback forms.
- Teachers who are “on-year” for evaluation complete the Professional Growth System evaluation cycle. This includes developing goals in collaboration with their evaluator, observations, and meetings throughout the year. Teachers whose final evaluations contain “does not meet the standard” in one or more areas will be placed on Assistance Plans designed to improve areas of need. In addition, targeted support is provided. Evaluators monitor the teacher's progress.
- School-site professional learning occurs for teachers twice a month and during professional learning days related to District foci. Online asynchronous learning opportunities are also available.
- Teachers have opportunities for meaningful leadership roles, including Teachers on Special Assignment positions; Ed. Tech. Lead Learners, Diversity-Equity-Inclusion Lead Learners; participation in Lesson Studies; Induction Mentors; site level leadership roles (department chair, lead teachers, School Site Council.)
- An Aspiring Leaders Academy is offered every other year for teachers interested in pursuing administrative positions.

Principals/Other School Leaders:

- Newly credentialed administrators are given information about the job-embedded Clear Administrative Services program through SDCOE.
- New Principals participate in a two-year Principal Success Team. They are assigned to meet regularly with the Director of Certificated Human Resources and experienced Principals for professional development and coaching. Each new Principal is assigned a mentor for a year of the program.
- Assistant Principals attend monthly meetings xx Directors of Elementary and Secondary Education. Meetings focus on professional development as well as career advancement guidance. We use an Ed Camp model to offer the Assistant Principals an opportunity to develop their “leadership voice” and communication skills.
- Principals, Assistant Principals, and other school leaders attend Targeted Feedback, 5D training, and administrator coaching through the County Office of Education.
- Site and district office administrators have opportunities for professional learning during district leadership meetings and at Principal meetings. Training includes content-specific opportunities, making data-driven instructional decisions, cultural proficiency, and targeted feedback.
- Other opportunities for Administrators include attending conferences outside of the district.
- Administrators receive coaching and mentoring from their assigned evaluator.
- Administrators, in collaboration with their evaluators, develop professional goals based on the California Professional Standards for Education Leaders. These goals align with the district's LCAP goals and, at the site level, SPSAs. Administrators meet with their evaluators throughout the year to review data and reflect on progress.
- Administrators who “do not meet standard” in the spring may be placed on an Assistance Plan for the following year.
- Staff have frequent opportunities to expand their understanding of Unconscious Biases, Restorative Practices, and the Recognize-Repair-Interrupt protocol.
- Feedback for all professional learning activities is collected and analyzed.

Process Evaluation:

- Data from adopted iReady and Renaissance assessment programs provide formative student progress data three times annually. Other local measures and California School Dashboard indicators are used to monitor student growth and areas for improvement.
- Surveys following professional learning opportunities are used to document staff growth and ongoing needs from professional learning opportunities. Feedback is utilized to develop future professional learning opportunities.
- Surveys completed as part of our LCAP development process provide input on professional learning from all educational partner groups.
- The teachers' Professional Growth System is reviewed annually by a committee that consists of teachers, teachers' union representation, administrators, and Human Resources department staff.
- Teachers and Site Administrators were given the opportunity to complete a feedback survey on the level of support they are receiving from their site leaders or district leaders, respectively.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

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

OUSD will also prioritize funds to schools that are implementing comprehensive support and improvement activities/targeted support and improvement activities and have the highest percentage of unduplicated students. Sites designated as CSI/TSI/ATSI will receive funding targeted to accelerate growth in the areas indicated by the CSI/TSI/ATSI designation, including support for actions included in site SPSAs, which outline school priorities, plans, and actions to address identified needs. In addition, the District will fund additional professional development opportunities for CSI/TSI/ATSI schools to prioritize key areas identified through ongoing progress monitoring. Furthermore, sites identified through the California Dashboard, including CAASPP assessment results, as having minimal growth in the targeted areas will receive prioritized support, and others will receive additional support in order of performance and fiscal need tied to site SPSAs.

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

Title II funds will be one component of our comprehensive LCAP. The base program (LCFF) and LCFF Supplemental/Concentration (S/C) dollars will be supported with federal funds, including Title II funds, to align services/actions for improving student achievement. Professional learning opportunities will be offered to all staff; however, specialized professional development opportunities will be given as a priority to schools still deemed CSI/ATSI based on CAASP scores. The focus of the professional development will be focused on targeting the key areas that were indicated in the sites ATSI/CSI designation. Priority will be based on the rate at which the site has shown progress on moving out of the designated category for CSI/TSI/ATSI. Those sites showing the least amount of progress will received higher concentrated support and funding based on CAASPP scores and other indicators.

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

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

- A Teacher on Special Assignment to provide assistance to teachers and administrators
- Stipends for mentors who work to support the newest credentialed teachers (Inexperienced)
- Substitute teachers for release days for mentor observations as part of a feedback cycle
- Substitute teachers for lesson study work
- Reimbursement for up to \$500 /year (\$1,000 max) toward the cost incurred for Induction work for teachers enrolled in the SDCOE - OUSD Induction program
- Professional learning on strategies for implementing new curriculum, cultural proficiency, classroom management, and using the District-wide assessment tools to improve instruction
- National Board Certification (stipend and application costs)
- Coaching for principals from the San Diego County Office of Education
- Professional learning for administrators, including Targeted Feedback, 5D Framework, how to analyze and use data to improve instruction, ELA/ELD standards, science instructional materials, and diversity, equity, and inclusion.

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.

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

Ongoing consultation will occur through:

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

Professional learning opportunities with TOSAs, coordinators, and outside agencies are aligned with the district's instructional focus and are part of our comprehensive professional learning plan. Site leaders analyze qualitative and quantitative data regularly to determine areas of need in teacher practices. They utilize assessment data and classroom observations to determine areas for improvement and integrate these areas of growth into site-level implementation plans to ensure targeted areas of growth are being addressed in classrooms. Academic screening tools administered three times each year; feedback forms after each professional learning session; LCAP surveys annually provide additional data. In addition, in spring 2023, district launched Administrator Surveys as part of its Portrait of a Graduate work. These surveys provide site leaders the opportunity to give feedback on the level of support they receive from District level leadership members and provides teachers the opportunity to give feedback on site-level leadership.

The ongoing process of educational partner engagement and consultation is the most essential aspect of OUSD's LCAP and LCAP Federal Addendum development process because engagement and consultation help build trusting relationships, allow for a deeper understanding of needs, and provide opportunities for informed decision-making. Educational partner engagement and consultation activities support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. In 2023-24, a variety of stakeholder engagement activities took place in the spring and fall of 2022 and throughout the 2022-23 school year, including meetings with District committees/groups, surveys, virtual discussion forums, and public comment during public hearings and school board presentations. Information was shared and input was gathered from District parent advisory committees, District leadership, and the Board of Education. Input and data collected were compiled and reviewed by the LCAP Committee to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services. The LCAP committee provides recommendations to the Board of Education regarding changes to the LCAP to address the identified needs. The District consults with educational partners to update and improve Title II, Part A-funded activities as part of the LCAP process, which includes the following::

LCAP Advisory Committee (September 15, 2022; October 10, 2022; November 14, 2022; February 13, 2023; March 20, 2023; April 20, 2023; May 8, 2023):

The LCAP committee includes parents, community members, local bargaining unit members, site administrators, principals, teachers, and district office staff representing all departments. The purpose of the committee is to support the educational partner engagement process, review data to identify strengths and weaknesses and provide recommendations to the Board of Education regarding how to address identified needs.

District Parent Advisory Committee (October 25, 2022; January 24, 2023; March 21, 2023; May 16, 2023):

Members of this committee include parent representatives from each site, and all parents districtwide are invited and encouraged to participate. Site administrators, teacher leaders, district staff, and Board of Education members also attend. LCAP presentations are facilitated to ensure that participants have opportunities to ask questions, discuss areas of strength, and provide ideas for improvement. Student performance data, LCAP educational partner input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the committee for review and comment during the meeting held on May 24, 2022. Simultaneous Spanish translations are available for all DPAC meetings.

District English Learner Advisory Committee (October 4, 2022; October 25, 2022; January 24, 2023; March 21, 2023; May 16, 2023):

The District English Learner Parent Advisory Committee advises the Board of Education regarding programs and services for multilingual learners, the district's needs assessment for English Learners, the annual language census, reclassification criteria, and the LCAP. This committee discusses strengths and ideas for improvement. Student performance data, LCAP educational partner input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft is shared with the committee for review and comment. Simultaneous Spanish translations are

available for all DELAC meetings.

Special Education Local Plan Area Administrator: The Director of Special Education was a member of the LCAP committee and provided input on actions to support special education students. In addition, the Director overseeing LCAP development consulted with the Special Education Local Plan Area Administrator to determine actions to support students with disabilities.

Special Education Task Force (October 24, 2022; December 12, 2022; February 27, 2023; April 16, 2023; June 6, 2023): The Special Education Task Force is composed of 60 educational partner members, including parents, classified and certificated staff, labor groups, and administrators. The goal of the Task Force is to meet the needs of students with disabilities, reduce the stress on staff, and build effective partnerships with parents.

School Site Council meetings (Dates vary by school):

Each site's school site council discusses priorities and actions, including professional development needs.

Educational Partner Surveys (February 1 - February 28, 2023):

LCAP surveys were distributed to all educational partners, including K-12 students, OTA bargaining members, CSEA members, and additional staff, including principals, and families/community members. 2,040 secondary student surveys (grades 6th - 12th), 1,761 2nd - 5th-grade student surveys, 1,260 K - 3rd student surveys, 552 staff surveys, and 1,283 family/community surveys were received. LCAP survey data was aggregated and shared with the LCAP Advisory Committee and other educational partner groups.

Educational Partner Review and Comment (June 15, 2023):

The LCAP draft, a one-page summary, and the presentation provided to the Board of Education will be posted on the District website with a form to submit questions and comments. This is communicated to educational partners through all-calls, parent messenger, and social media. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students. Information is included in the weekly memos to staff informing them of the opportunity to provide comments. Information is also shared during District parent advisory committee meetings, teacher meetings, and during District leadership meetings.

Public Hearing (June 13, 2023):

An LCAP Public Hearing is held to solicit recommendations from the public and all educational partners, including opportunities to submit written comments regarding proposed actions and expenditures.

Board of Education (June 27, 2023):

The Board of Education is provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. The staff shares accomplishments, educational partner input results, LCAP committee recommendations, and proposed goals and actions/services. A public hearing held on June 14, 2022, provides stakeholders the opportunity to review the final draft of the LCAP. The LCAP will be presented to the Board of Education on June 28th and will be submitted to the San Diego County Office of Education after it's adopted.

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:

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

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

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

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

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

Instructional materials for English Language Arts/English Language Development will continue to be implemented. Professional learning will focus on the implementation of materials to support effective language instruction and to meet the needs of students at varying levels of English proficiency. In addition, the District has implemented Ellevation software, which includes professional learning modules.

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:

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

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:

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

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

In elementary grades, multilingual learners receive d-ELD and i-ELD from their classroom teachers. Professional learning will continue to be provided to elementary teachers on the ELD standards, d-ELD and i-ELD, and on evidence-based strategies to meet the needs of multilingual students. On-going professional development support will be provided by District TOSAs. Several cohorts of elementary teachers have participated in Project GLAD® training over the past few years, and additional cohorts are being offered. In addition, TOSAs and other staff are participating in Training of Trainers so that professional learning opportunities can take place in-house. Follow-up/refresher sessions will also be planned.

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

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

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

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

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

English Proficiency and Academic Achievement

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

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

- (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:

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

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

District staff provides reports and guidance to sites to assist with the process. Site administrators share and analyze data with staff and community partners. Actions/strategies and expenditures to provide interventions and supports for multilingual learners are included in each site's School Plan for Student Achievement. The District has included actions/services and expenditures for multilingual learners in the LCAP. The District and school sites have the ability to review data and monitor progress through Ellevation software implemented in Fall 2022.

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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
- 4. a 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Well Rounded Education (20% of allocation)

Focus: Social and Emotional Learning (SEL)

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

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

Safe and Healthy Students (20% of allocation)

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

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

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

Effective Use of Technology (60% of allocation)

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

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

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

Partnerships include the following:

Partners/Providers:

Palomar Family Counseling Services

Contracted counselors at each school based on need that supplement the School Counselor and receive referrals from the School Counselor to support students and families.

Wellness Together

Our Mental Health Specialists become a part of your site team and integrate into the school culture, best prepared to handle the unique dynamics of your students and families.

Care Solace

24/7 Care Concierge

Available to staff, staff's families, students, and student's families.

Care Solace navigates the mental health care system to find available providers matched to specific needs – so you don't have to.

PASS AmeriCorps Mentors

The PASS (Promoting Achievement and Student Success) AmeriCorps Program serves students in grades 3 through 12 at 31 school sites across San Diego County, including campuses in San Diego, Oceanside, Vista, Escondido, Valley Center, and Carlsbad. Each PASS AmeriCorps member provides support for 30 targeted students through individual and group mentoring, academic support, grades and attendance reviews, leadership development, guest speakers, service learning projects, and parent outreach. Through their service with PASS, our AmeriCorps members are able to create positive change in our schools and communities.

North County Lifeline

Lifeline Community Services is a community-based human services organization that serves low-income and underserved populations in San Diego County. Every year Lifeline serves more than 5,000 members of our community through clinically-strong and evidence-based programs that focus on positive youth development, child abuse prevention and domestic violence intervention, housing and self-sufficiency, behavioral health, and human trafficking victim and survivor services.

Rady Children's

Referral service for behavioral health services directly accessed from School Counselors.

Transformational Consultants

Full-time community mentors available 24-7 to students, families, and staff for crisis support, attendance intervention, safety interventions, mentorship, community connections, and grief support.

Vista Community Clinic

School-based and referral-based mental health counseling and behavioral cognitive therapy.