

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

LEA name:

Oceanside Unified School District

CDS code:

37- 73569

Link to the LCAP:

(optional)

[OUSD LCAP](#)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-
Risk

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.)*

Title I, Part A: Improving Basic Programs

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

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

The Oceanside Unified School District has three LCAP goals:

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

Data analysis from the California School Dashboard, local data, and stakeholder input, identified strengths ELA indicator, College/Career indicator, positive perceptions of staff, addressing school safety, some supports to address students' social emotional needs, and family engagement activities.

Data analysis also identified areas of need, including the lack of consistent systems, practices, and expectations for pedagogy, curriculum, discipline, interventions, and communication; the lack of a common assessment tool and system to monitor student progress; staff to support sites; professional learning to improve instruction, and staff to address students' social emotional concerns. Student groups are also struggling, indicating a need to provide professional learning and 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 on the 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 (EL), 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 and EL. 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 EL and struggling students.

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 options, and professional learning on content standards.

In Goal 2, the Base Program 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 support sites with social emotional, behavioral, and attendance concerns of students.

The Base Program in Goal 3 provides families with the opportunity for offering input on decisions and participating on site/district advisory committees. The Supplemental Services offered include School Community Advisors at each site to engage families and parent information 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 stakeholders with an understanding of how all the 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 annually updated based on data analysis and the results of the stakeholder engagement process to address identified 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 support the newly identified needs. Each site also annually updates the School Plan for Student Achievement (SPSA) to address the needs of their students. The goals in the SPSA 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 all the different actions/services work together to address student needs as well as 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 describes out federal dollars and grant funds provide Targeted Supplemental Services.

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

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

- Title I: professional learning for staff on evidence-based strategies; site-determined supports and interventions to assist students in meeting the state standards; Teachers on Special Assignment (TOSA) to support professional learning and provide coaching to 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 struggling students
- Title II: professional learning and coaching for teachers and administrators to support effective instruction
- Title III: professional learning to support instruction for English Learners (EL) and intervention teachers for EL level 1 and 2 students to assist them 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, and designating staff members to serve as liaisons; and mental health providers to address students' social emotional concerns.

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

- Title I: Family Engagement TOSA and clerical support to assist sites with improving communication and implementing family engagement plan, and workshops for parents to support 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 (as applicable)

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

The analysis indicated the district does not have any significant disparities across sites. The district does not currently have any mis-assigned or ineffective teachers, or any out-of-field teachers. Inexperienced teachers are distributed across all campuses with no campus having a significant percentage of inexperienced teachers. Low income students and minority are not taught at higher rates by ineffective, inexperienced, or out-of-field teachers.

The district will conduct an Equity Gap Analysis on an annual basis. If inequities are found, the district will engage stakeholders through surveys and forums to identify strategies to address these.

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

The district uses the LCAP Stakeholder process to engage stakeholders at CSI/ATSI schools, throughout the year at site/district parent meeting to gather input and LCAP surveys are distributed in the winter. The input from the surveys and 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 annual evaluation of the School Plan for Student Achievement (SPSA) and to make changes for next year.

Parent & Family Engagement Policy

The district annually consults with families at the District Parent Advisory Committee (DPAC), District English Learner Parent Advisory Committee (DELAC), site parent committees, and through the LCAP stakeholder engagement process to gather input on the Parent and Family Engagement Policy. The policy is reviewed and approved by the DPAC, DELAC, and Board of Education. The 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 annually updates a parent and family engagement policy using input gathered from surveys and parent meetings. The policy includes how families will be supported with understanding the State academic standards, 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 to assist 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. Each site offers workshops and shares information with families on literacy, math, use of technology, college/career, cyber-safety, and other topics. Information is shared at DPAC and DELAC meetings. The TOSA coordinates an annual Parent Academy with workshops on the same topics.

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, English Learners, Special Education, and Career Technical Education, are coordinated with those offered through Title I, Part A. The Family Engagement TOSA meets with community partner to ensure alignment to meet the needs of families. The family resource area in 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 stakeholder input to determine areas of need for family engagement. The TOSA, district staff, and interested parents collaborate to plan district activities.

Opportunities for Informed Participation

Family members are provided opportunities for informed participation. Reasonable accommodations will be offered to parents/family members with disabilities, such as sign language interpretation and other special accommodations, to assist with communicating with the school. Meetings with parents/family members of migratory students will be held before students are away from school and/or after an extended absence to assist parents to help 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. 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 at site/district meetings.

Alignment of Title I Parent & Family Engagement Requirements with LCAP Stakeholder 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 parent/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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title I schools operate a schoolwide program (SWP). The schools annually conduct a needs-assessment, including reviewing data, input from stakeholders, and the results of the annual evaluation. The school site council (SSC) develops a school plan for student achievement (SPSA) containing goals, metrics/outcomes, strategies/activities, and Title I expenditures to address the identified needs and improve student 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 at risk of not meeting the academic standards. The SSC monitors the implementation of the plan 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.

While the Oceanside Unified School District does not have children living in local institutions for neglected or delinquent children, nor 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 successful, independent adults. The Student Services Department assists wards and dependents, ages 4 to 21, residing in licensed children's institutions, foster family agency and county foster homes. A Program Coordinator has been designated to support these students and assist liaisons at the 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 Student Services department has designated a Homeless Liaison who provides support and resources to the schools in the Oceanside Unified School District, to implement McKinney-Vento. Each school also designated a staff member to serve as the site liaison. The Student Services department facilitates enrollment, attendance, and success in school for our homeless children and youth. A dispute process is in place and parents are informed of their rights and educational opportunities available for their students. Policies are in place to ensure students are not segregated or stigmatized.

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 a similar reason. They may be living in motels, hotels, trailer parks, or camping grounds due to lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

When students are identified, we are able to offer the following services to meet their needs:

Immediate enrollment. Homeless students are guaranteed immediate enrollment, even if they lack the proper paperwork such as immunizations, proof of residency, or birth certificates. When these 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, thereby affording children a stable educational environment. Homeless children may suffer from poor attendance that affects their educational progress, based upon this factor, the Homeless Liaison tracks attendance for students to make sure their attendance is consistent. Additionally, if transportation becomes a barrier to the student attending school, 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, we offer counseling services at all sites. When students present more serious concerns, we refer them to outside agencies for assistance. Through the Homeless Liaison, homeless families are made aware of their eligibility regarding such programs and are given the opportunity to make informed decisions regarding their student's placement.

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 at enrollment.

Student Personal Needs. Many homeless students in our district struggle to have their basic needs, food clothing and shelter, met. Lack of nutrition, hygiene, and security negatively impacts many of OUSD's homeless students. To the extent possible given limitations on social services in the area, the Homeless Liaison makes referrals for these needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not use Title I, Part A funds to support early childhood education programs or to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

However, sites use their funds to support middle and high school transitions, including hosting visit 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:

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

Professional learning and support to improve the library program is provided for library media technicians and/or school libraries. Many Title I schools utilize their funds to improve and enhance the school library programs as well.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers

Teachers with less-than-clear credentials are given information annually regarding local Inductions options for clearing their credentials. Teachers may opt to participate in the SDCOE - OUSD partnership program which has job-embedded support from a veteran OUSD educator.

On site professional learning occurs for teachers twice a month as well as, at professional learning days related to district foci. Mandatory professional learning for elementary teachers in the area of ELA and ELD as well as middle and high school science teachers focused on newly adopted NGSS curriculum will be offered district-wide.

Teachers who are "on- year" for evaluation will complete the Professional Growth System evaluation cycle which includes developing goals with evaluator, observations, and meetings with evaluator throughout the year.

Teachers whose evaluations contain "does not meet standard" in one or more areas will be placed on an Assistance Plan designed to improve areas of need and offered targeted support.

Teachers are given opportunities for meaningful leadership roles in the following ways: Teachers on Special Assignment; site level leadership roles as department chairs, lead teachers, team leaders, and/or SSC members as well as district level roles such as teacher leaders on district level committees and serving as a Support Provider for Induction.

Induction Support Providers are provided professional learning opportunities to support them in developing their coaching skills.

Principals/Other School Leaders

Newly credentialed administrators are given information about job-embedded clear induction program through SDCOE. Administrators with Preliminary Credential status are required to complete a CTC accredited program. New principals will also receive coaching and mentoring from their assigned evaluator.

Site and district office administrators have opportunities for professional learning at district Leadership meetings and content specific trainings. The foci for next year will be data driven instructional decisions, cultural proficiency, and targeted feedback. Principals and other school leaders will attend Targeted Feedback training and administrator coaching through the County Office of Education. Principals will also have opportunities to support each other through the Principal's Academy where site leaders share their expertise and guide the learning of other site leaders.

Administrators develop professional goals for the school year based on the California Professional Standards for Education Leaders that are reviewed by their evaluators. Progress towards these goals are monitored throughout the year. Administrators who "do not meet standard" at the end of the year may be placed on an Assistance Plan for the following year.

All Staff

Teachers, administrators, managers, and classified staff will have ongoing opportunities to develop cultural proficiency through learning opportunities, including Unconscious Bias training and Restorative Practices Training.

Process Evaluation

The Professional Growth System for teachers is reviewed annually by a committee consisting of teachers, teacher's union representation, administrators, and Human Resource staff.

Data from the newly adopted iReady Benchmark program will provide formative data throughout the year on student progress. Review of California School Dashboard results and other local measures to monitor student growth and areas of need. Feedback surveys through the professional learning registration system (OMS) will be used to document staff's responses and growth as a result of professional learning opportunities. Surveys completed as part of our LCAP committee process will provide input on professional learning from all stakeholder groups.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

The effectiveness of expenditures will be evaluated on an ongoing basis through analyzing data from the California School Dashboard, district common assessments, other local data, and LCAP stakeholder feedback.

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

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

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will use the following data points to monitor effectiveness of supports offered to educators to improve their 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 administrator/supervisor 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. The results will be used to provide sites with support for further professional learning.
- LCAP Stakeholder Committee meetings will analyze data to determine program effectiveness and prioritize needs across the district.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Learning is provided to classroom teachers, principals, and other school leaders on the ELD standards, effective lesson design for both Designated and Integrated ELD, and evidence-based strategies for meeting the needs of English Learners (EL). Professional Learning initially consisted of an overview of the ELD standards for each site. Follow up workshops were then offered on lesson design either at a staff meeting and/or during grade level/content area release days. Ongoing coaching is available for teachers from the EL Teachers on Special Assignment (TOSA) by request.

Several cohorts of elementary teachers have participated in Project GLAD® over the past few years, and additional cohorts will continue to be offered. Follow up/refresher sessions are also planned. The EL TOSAs are currently in the process of becoming Project GLAD® certified trainers to allow them to provide this training for OUSD staff.

Secondary ELD teachers are trained in Writing Redesigned for Innovative Teaching and Equity (WRITE) to support their students in writing. Additionally, the ELD teachers meet regular as a professional learning community (PLC) with the EL TOSAs to discuss evidence-based strategies and calibrate instruction. The secondary EL intervention teachers also meet regularly throughout the year with the TOSAs to collaborate and share best practices for supporting EL students.

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

The TOSAs meet monthly with the School Community Advisors who assist the schools with administering the ELPAC as well as with the required paperwork and monitoring of EL and RFEP students. Information on reviewing student assessment results and how to discuss with families is also provided.

New instructional materials for English Language Arts/English Language Development will be implemented next year. Professional learning will focus on how to use the materials to support effective language instruction and meet the needs of the students' different English proficiency levels.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district was not eligible to receive Title III Immigrant funds for the past year. However, actions/services are still in place to address the needs of immigrant students and families.

Stakeholders are consulted as part of the annual LCAP stakeholder engagement process, including families, staff, students, and community members. All actions/services, including those funded with federal dollars are included in the LCAP and

discussed at district/site parent advisory meetings, other site meetings, and through the LCAP survey. Information is compiled and reviewed to identify strengths and areas of need. Modifications are made to the LCAP for the following year to build on the strengths and address the needs. The LCAP has three goals, addressing academic achievement, the learning environment, and family engagement. 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 (EL), 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 and EL. The actions/services selected for use with federal funds align with and supplement the actions/services provided with LCFF dollars by offering additional services.

Immigrant students in the secondary schools are assigned to English Language Development (ELD) courses. The ELD teachers specialize in language development and also participate in professional learning and regular PLC meetings to discuss effective instructional strategies to meet the needs of immigrant students. Students at proficiency levels one and two are also supported by an ELD intervention teachers who pushes into core classes to assist students with accessing the content. The EL intervention teacher collaborates with the ELD teacher and the core content teachers to ensure supports are in place for students, including scaffolds and other strategies. Additionally, they may assist students with note taking, class projects, homework, and making sure students are understanding the content in order to complete assignments. Students are also provided with Chromebooks to use during the school day to assist with translation of content and to support them with communicating with their teachers. The teachers attended professional learning on effective strategies for meeting the needs of immigrant students.

At elementary, the EL TOSAs support the sites with immigrant students and their families. Newcomer/immigrant resource kits/materials will be purchased to support teachers with resources to meet the needs of students.

Teachers and administrators have participated in cultural bias training, and cultural proficiency will be a focus for the district in the coming year.

Families of immigrant students are invited to the participate in site/district advisory committees. Each school site has a School Community Advisor who acts as a liaison between families and the school and provides support and resources to families.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All English Learners (EL) in grades TK-12 receive both Integrated English Language Development (iELD) and Designated English Language Development (dELD) on a daily basis. The purpose of iELD is to instruct students in both the ELD standards and their grade-level content area curriculum, thereby providing all EL equitable access to the curriculum. The purpose of dELD is to instruct students in the acquisition of English.

Secondary EL are enrolled in dELD courses specific to their level of English proficiency. The ELD teachers are experts in language development and also receive ongoing professional learning and coaching to improve their practice. Students at the beginning level are clustered in content area classes and provided with support from an EL intervention teacher. Core content teachers receive specific professional learning on appropriate scaffolding strategies to support EL to learn the content area while acquiring English.

In elementary grades, EL receive dELD and iELD from their classroom teacher. Professional learning has been provided to elementary teachers on the ELD standards, dELD and iELD, and on evidence-based strategies to meet the needs of EL students.

Site and district staff monitor students' progress in ELD and other 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 LTELs to assist with monitoring and targeting interventions and supports to these students. LTELs in grades 9-12 are placed into Academic Language & Writing (ALW) course. Strategies and actions are evaluated annually to identify strengths and areas of improvement.

Site administrators have also received professional learning on the ELD standards and what to look for in classrooms to ensure students are provided the necessary supports.

Stakeholders are consulted as part of the annual LCAP stakeholder engagement process, including families, staff, students, and community members. All actions/services, including those funded with federal dollars are included in the LCAP to provide alignment and a continuum of services for students. Information about actions/services, expenditures, and student outcomes are shared with the families and input gathered throughout the year. Sites conduct various parent information meetings, including Coffee with the Principal, information nights, and site advisory committees to meet the needs of families. Additionally, the LCAP family survey, focused on "improving our school" is distributed in the winter, both an electronic and paper version to gather additional feedback from families. This information is compiled and reviewed to identify strengths and areas of need to make revisions to the LCAP for the following year. Actions/services to support EL using both LCFF, LCFF Supplemental/Concentration, and federal dollars are included in the plan. The information is also sorted by sites and provided to each principal to use to update the SPSA. In the spring, families are provided the opportunity to review and comment on the LCAP draft. Input is gathered through meetings and surveys, and families are provided with the opportunity to review and comment on the LCAP draft.

Families of EL are invited to participate in site English Learner Advisory Committees (ELAC) and elected to serve on the District English Learner Advisory Committee (DELAC). ELAC members are consulted with when the sites develop the School Plan for Student Achievement (SPSA) to ensure the needs of EL are considered in the plan. DELAC members are provided with information about the LCAP, given the change to provide feedback, and asked to review and comment on the LCAP draft in the spring. The superintendent responds to the questions/comments in writing.

English Proficiency and Academic Achievement

ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data is reviewed at least four times throughout the year at both the site and district level to:

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

District staff provide reports and guidance to sites to assist with the process. Site administrators are held accountable for providing minutes from their school's data monitoring meetings to the EL TOSAs.

Sites include actions/strategies and expenditures to provide interventions and supports for English Learners in their School Plan for Student Achievement. The district has included actions/services and expenditures for EL students in the LCAP.

The interim progress and performance milestones that are tracked and data is collected at the elementary schools occurs each trimester in the area of reading. At secondary schools the performance milestones and data that is collected is the district ELA writing performance task each semester. Annually, the ELPAC data will be analyzed to determine if students are meeting challenging state academic standards. The district is implementing a new common assessment for ELA and Math to monitor academic progress. Sites are piloting a EL monitoring tool to track progress in English proficiency.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title IV allocation grant objectives, activities, and expenditures were developed from a needs-assessment for the Oceanside Unified School District's Local Control and Accountability Plan. Data was reviewed to determine strengths and areas of needs, and actions/services identified to address these needs. Title IV funds will be used to supplement the goals, actions/services included 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 the number of sites/classrooms using these practices. 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 analysis of data, including the number of staff members trained in Restorative Practices; number of discipline referrals, suspensions/expulsions, & suicide risk assessments completed on campus; 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 school-based mental health services and counseling by supporting professional learning and development of counselors, including the Multi-Tiered System of Supports Summer Learning Institute in July and the California Association of School Counselors conference in October 2019. Other 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 analysis of data, including the number of staff members trained in Restorative Practices and other professional learning in this area, discipline referrals & suspensions/expulsions, drug-related issues, parent engagement opportunities, suicide risk assessments completed on campus, as well as California Healthy Kids Survey data, LCAP survey results, and California Dashboard results.

Effective Use of Technology (60% of allocation)

Focus: Increase classroom efficiency & 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 integration of technology and provide professional learning; offering professional learning on the effective use of technology to support students learning; implementing a digital, asynchronous professional learning system (Alludo) to increase staff access to high quality, consistent professional learning around pedagogy, technology integration, and digital citizenship; and provide education on digital safety and cyberbullying for students and staff.

Evaluation includes analysis of the number of staff members using the Alludo system, qualitative observations of pedagogical change and implementation of professional learning, the number of tech devices used by students, the number of sites receiving digital citizenship certification.