

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

## School Year

2023-24

## Date of Board Approval

## LEA Name

Ojai Unified School District

## CDS Code:

56725200000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Ojai Unified School District's strategy for using federal funds to supplement and enhance local priorities funded with state funds, as reflected in the district's LCAP is to consider ESSA funding in our yearly strategic planning. State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. This rationale for the selected use of federal funds (ESSA) can leverage LCFF funds in the context of the district's broader strategy reflected in the LCAP to support comprehensive and integrated programs. The Ojai Unified School District LCAP serves as a summary of all existing state and federal programs and establishes a focus for raising the academic performance of all student groups. The district provides a core academic program with the added LCFF Supplemental funding that focuses on raising the achievement of all students with additional services for the economically disadvantaged, English learner, foster youth, and homeless students. Federal funds will be used to increase the availability, intensity, and quality of targeted programs in order to bridge the achievement gap for students who are currently or most at risk of not meeting state standards.

In the context of this plan, educational partners identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, counseling, and resources that have an impact on student learning. The LCAP is completed with input from all educational partners. The district staff conducts a comprehensive data analysis using the California School Dashboard, CAASPP results, and local indicators. Staff then applies analyses of current educational practices and services. The district will reflect annually on whether these services have improved outcomes. The district is required in the LCAP to describe how services funded by LCFF and other funding sources are being implemented and assessed. The district will report on expenditures (both state and federal) and metrics.

## 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 Ojai Unified School District will supplement the work of the LCAP through intentional use of federal funds to provide an additional layer of integrated support for students by increasing the availability, intensity, and quality of targeted services. The district will align federal funds with activities and services funded by LCFF and local funds. Title I funds will be used for the purpose of raising the student achievement of low income students to meeting the standard or above. In addition, Title I Schoolwide Program will utilize funds to enhance the educational efficacy of the entire school. Professional learning funded through Title II supports our intensive focus to enhance teacher effectiveness. Federal funds are also used to support parent engagement in order to build parent capacity. Federal expenditures for academic achievement, professional development, and parent engagement must be identified and described in the each site's SPSA. Title III funds support the work of both designated and integrated ELD and are used in conjunction with the LCAP to support our district bilingual outreach and our direct services to English learners. Federal funds must supplement and not supplant; whereas, LCFF Supplemental funds must be principally directed towards, and effective in, meeting the district's goals for low income, English learners, and foster youth. Both LCFF Supplemental and federal funds are committed with a purpose: to increase services to our district's neediest students. Services are directed toward academic achievement, student engagement, parent engagement, and student health and wellness.

## 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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
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.

Ojai Unified School District determines Title I and Title IV eligibility by the percent of students who qualify for free/reduced lunch. For newly enrolled students, eligibility can be established with Direct Certification through CALPADS.

## 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.

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The Ojai Unified School District has no disparities that result in low-income students and minority students being taught at higher rates than other students. Our teaching staff is 100% qualified.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li></ul>



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

## Parent and Family Engagement

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

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

Ojai Unified School District uses multiple strategies for effective parent and family engagement. The district engages parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. The district informs parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. Ojai Unified builds consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. This is done through ParentSquare, phone calls, or parent conferences. The district trains teachers and administrators to communicate effectively with parents. The district values feedback from all educational partners. Not only is the engagement important and required for creating and finalizing the LCAP, but the input gives the district a pulse of the community. The district Parent and Family Engagement Policy is developed and annually updated. Title I school sites discuss the Parent Engagement Policy and the Parent-School Compact during the annual Title I meeting held during Back to School Night. Feedback is solicited throughout the school year to ensure educational partners' input is incorporated into district planning. Engagement with educational partners is ongoing and year round. Ojai Unified consults with individual parents, groups of parents, families, students (Student Advisory Council), coalitions, School Site Councils, District Advisory Committee, District English Learner Advisory Committee, other parent groups, and the community, in order to compile ideas, thoughts, and concerns. The district participates with educational partners in both informal and formal consultation. This includes in-person, Zoom, Google Meet, phone calls, email, surveys, board meetings, public hearings, parent group meetings, and other outreach opportunities. The district has staff to interpret as needed, and the district also uses CDE's Clearing House for Multilingual Documents and online translation tools to assist as needed.

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:**

As part of the parent, student, staff, and community engagement, the district holds discussions throughout the year resulting in open discussion about a variety of topics. This was especially true in the spring of 2023 when school closure and reconfiguration was the topic. Each school site holds parent meetings such as "Walk and Talk with the Principal", "Coffee with the Principal", or other gatherings to elicit input from parents. District leadership convenes sessions as needed such as "Coffee and Conversation", which can serve to inform, to clarify, to answer questions, and, most importantly, to gather feedback from families and staff. The District also promotes educational partners' engagement with several options that allow remote participation in site meetings such as school site councils, forums, public hearings and local governing board meetings. Once again this includes efforts to reach pupils, families, educators, and other educational partners who may not have internet access, or who speak languages other than English. All virtual meetings such as School Site Councils are held via teleconferencing and accessible telephonically or otherwise electronically to all members of the public seeking to observe or to address the facilitator. Meetings can be accessed by Zoom, Google Meet, on the internet, on social media (Facebook, Twitter, Instagram), or on a mobile device. To encourage community involvement in the schools, Board meetings provide opportunities for questions and comments by members of the public. All meetings are conducted in accordance with law and the Board's bylaws, policies, and administrative regulations. At least 72 hours prior to a regular meeting, the agenda is posted at one or more locations freely accessible to members of the public and on the district's web site. Ojai Unified holds in-person meetings but also live streams meetings and posts the link on the District website on how to access and view meetings virtually. The district reviews and reflects on the how engagement has taken place throughout the year and the various groups that have participated in the engagement process. The District values insight from a parent's perspective on policies and initiatives to ensure that the needs of families are included in decision-making. Effective strategic planning incorporates these perspectives and insights in order to identify potential goals and actions for the year. Of course, the primary beneficiaries of this engagement are students.

### **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.

NA

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:**

NA

### **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:**

When enrolling a student in the Ojai Unified School District, parents are required to fill out a document regarding their primary residence. This document identifies students that are considered homeless based on their living arrangement. Once identified, the district identified Homeless Liaison coordinates activities with public and non-profit agencies to provide supports as needed. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential. Ojai Unified School District has a Homeless/Foster Youth Liaison who has the time, knowledge, and resources to fully execute the responsibilities. The liaison ensures that students experiencing homelessness are identified by school personnel; are enrolled in schools within the district; have access to and receive educational services for which they are eligible; receive referrals to health care, housing and other services. All staff members are informed of the McKinney-Vento process at their school to assist homeless students. Board Policy 6173 provides clear guidance on the treatment of homeless students, including access, meals, and transportation. Administrative Regulation 6173 spells out how to ensure students are well served. In the event that a student's family has an enrollment dispute, a dispute resolution process for homeless children has been established based in AR 6173 and is available to all community members in every school office, the district office, and on the district website. Every year Title I funds are reserved for homeless services. Comparable services for homeless students relative to other students including core programs, extended learning opportunities, counseling, and all other educational programs are provided, and additional services are provided as needed. The liaison ensures that guardians/parents are informed of the educational opportunities; are fully informed of all transportation services available. The liaison also ensures that public notice of the educational rights of students is disseminated in locations frequented by families and youth. An additional success of which the district is most proud has been our outreach to families especially low income, English learner, and foster youth. Our homeless/foster youth liaison is responsible for continual outreach to families for food, transportation, and other critical needs. This outreach to families is invaluable and will continue. Other staff provides technology support, student mental health support, and family counseling sessions.

### **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.

Federal funding is not utilized for early childhood programs or transitions between preschool and kindergarten as we currently do not have state preschool 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:**

With the closure of three schools in June, 2023, the district has been in the process of developing effective transitions for students. For the 2023-24 school year, the district has one continuation high school, a junior high with grades 7 & 8 on the same campus as the comprehensive 9-12 high school, two K-6 elementary schools, a non classroom based TK-12 school, and one site that serves a preschool and TK classes. Transition from grade 6 to the junior high school is supported through collaboration with the unified staff.

### **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 reserves funding for intervention staff, activities that engage students, and district extended learning opportunities. District reservations allow for student programs that are more easily leveraged and coordinated at the district level. The district annually screens all second grade students to identify Gifted and Talented. This is essential to the foundational work needed to establish a robust differentiation for all students. These services are annually evaluated through student surveys and evaluation of student progress on district benchmarks and state assessments.

## **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:**

Ojai Unified School District does not participate in Title I, Part D.

### **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:**

NA

### **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:**

NA

### **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:**

NA

### **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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA



## **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.

Title II funds are used to provide high quality professional development (PD) for teachers & administrators. Student achievement data provides clear evidence our educational program requires immediate and intensive support. Based on the understanding that sustained professional learning is critical to improving systems of instruction, we implement best practices to develop our PD. PD planning begins with an analysis student performance data, educators' capabilities and needs, progress toward initiatives, and data about the effectiveness of current PD. We use state data & local disaggregated data to identify student groups not meeting expectations in ELA, math, socio-emotional development, behavior, and attendance. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which PD would best meet teacher and student needs. Our PD is divided into two categories: academic/pedagogical and socioemotional/behavioral. It is critical to address both areas, as data shows it is often socio-emotional factors, not just academic factors that interfere with students' ability to master academic standards. All new teachers, principals, and administrators are enrolled in an induction program. The Ventura County Office of Education (VCOE) Induction Program is the bridge that spans the stage between teacher preparation programs and the attainment of a clear credential. The VCOE induction program fits into 3 categories: Individualized support of the candidate by a trained mentor, individualized learning plans, and a focus on the CA Standards for the Teaching Profession. Many PD options to support a teacher's identified professional goals are available. The VCOE Clear Administrative Credential Program for new administrators is designed to provide support and guidance grounded in the California Professional Standards for Education Leaders. The program provides individualized, 1-on-1, job-embedded coaching over 2 years. Candidates enroll the 1st year of starting an initial administrative position.

After Ojai Unified conducted a needs assessment, one collaborative finding indicated that both administrators and teachers do not uniformly use data to make decisions about student needs. This finding elevated our need to support teachers and principals to access and use data effectively and our need to continue Professional Learning Communities (PLCs). We want to focus on data analysis that focuses on results from multiple sources of disaggregated data (formative and summative) from multiple sources to develop a comprehensive, research-based plan. The district also desires to have consistent progress benchmarks and goals that determines how and when the data is collected and reported. The district feels that it is important to have a system for communicating results and allowing feedback from educational partners regarding data.

The district plan is to provide professional development to evaluate and ensure that teachers are systematically applying the techniques of data-driven instruction including: identifying essential standards and regularly using assessments covering those essential standards to guide collaboration, instruction, and concrete feedback to students. Professional development will be based on research that demonstrates the effectiveness of the professional development in increasing students' English proficiency or academic progress and substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills. The district will provide ongoing collaborative grade-level and departmental meetings to develop program coherence. The outcomes of the meetings will work toward high quality instruction that is consistently implemented in every classroom in the district. The district currently has departments that share responsibility for conducting interactive sessions where current policies, priorities, and approaches are reviewed for effectiveness and adaptation.

The district is working toward a system that evaluates and prioritizes the most effective PD for needs of principals, teachers, and other school leaders. This will include a monitoring tool to evaluate use, follow through, and effectiveness of PD. The district makes every effort to provide an effective learning environment for professional development that is conducive to adult learning for teachers, principals, and other school leaders no matter where those educators are in their career. With a comprehensive plan in place, the district can monitor growth and improvement and make adjustments when needed.

## **Prioritizing Funding**

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

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

### **Address these questions:**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ojai Unified has no schools identified for Comprehensive Support and Improvement (CSI).

**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 is currently developing an infrastructure for ongoing support for schoolwide transformation. The concept of Professional Learning Communities (PLC) has been a topic of discussion for four years. Training is in progress for faculty and staff to implement the PLC protocols. The district is striving for centralized and consistent professional development regarding data analysis and data driven instruction. It will be incumbent upon site administrators to incorporate training and support in the principles such as Universal Design for Learning (UDL). Philosophically 80% of students should be able to access a standards-based curriculum through proper Tier 1 instruction, support, methods, materials, and assessments. Flexible approaches that can be customized and adjusted for individual needs should be the hallmark of good Tier 1 instruction. Site administrators will monitor instruction and provide ongoing training and support when data indicates that fewer than 80% are struggling to meet standards in Tier I.

## **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:**

As part of the districtwide comprehensive EL Professional Development Plan to enhance services to our Emerging Bilinguals (EL), the district has contracted with outside trainers to provide effective professional development to classroom teachers, principals and other school leaders, and administrators including topics such as Restorative Justice, Universal Design for Learning, Trauma Informed Teaching, and supplemental professional development opportunities on strategies to shelter instruction across the curriculum.

Ojai Unified also offers supplemental professional development to Emerging Bilingual teachers and appropriate staff members in order to build capacity and provide high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on curriculum, instruction, and assessment. This includes maintaining attendance to EL focused conferences and trainings (i.e., CABE, Regional CABE, CATESOL, and County sponsored trainings) in order to build their skills and abilities to build collective knowledge and understanding on how to better serve our Emerging Bilinguals.

Finally, staff participated in a 20-hour workshop titled Bridging Voices/Uniendo Voces, introducing best practices and skill development, with a foundation in principles of equity and inclusion for interpretation in school settings.

### **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:**

Consistent with the purposes of Title III, Ojai Unified employs a Student Services Coordinator. This employee is bilingual and is a liaison to specifically support our immigrant families as a percentage of her FTE position. Our liaison reviews our student information system on a regular basis to identify incoming immigrant families. Upon identification, she reaches out to determine needs particular to the family, including socioeconomic needs, cultural norms, language, health, and housing situations. Based on this information, the liaison connects families with in-house district services such as parenting classes, and school-specific activities. Additionally, our liaison puts immigrant families in touch with local support organizations. If an immigrant family has a need for classes in English as a Second Language, she refers to them to ESL classes in the Adult Education program. (This is a separate funding source, not federal.)

### **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:**

Without Title III funding the district would not be able to offer supplemental programs for our English Learner students to improve academic progress, or professional learning opportunities for our teachers to improve instructional strategies in language development.

The district's LCAP and other plans provide detailed descriptions of the general base programs and services provided to our Emerging Bilinguals that meet state and federal mandates. Title III will provide supplemental services to support the implementation of the general base program, integrated and designated ELD. The district's supplemental services supported by the implementation of Title III include:

Provide above and beyond Emerging Bilingual-specific professional development opportunities to support language and academic achievement of Emerging Bilinguals with additional professional development through the PLC process and the County Teacher Induction process

Provide extra hourly for additional above and beyond professional development trainings

Provide extended learning/training opportunities for Emerging Bilingual support staff to enhance their skills and abilities to support and train the school site staffs on providing quality Emerging Bilingual programs and services and researched-based high-leverage instructional practices to enhance the delivery of highly effective language instruction and targeted, scaffolded academic instruction

Provide supplemental ELD instructional materials to enhance the language instruction provided during academic content and English Language Development lessons

Provide opportunities for Emerging Bilingual parents to become better informed and engaged in the educational career of their students

Provide specifically designed parent workshops for parents of Emerging Bilinguals and other Spanish-preferred families

Provide extended learning/training opportunities for Emerging Bilingual parents by supporting their attendance to trainings and conferences designed to address the design and implementation of highly effective Emerging Bilingual programs and services

### **English Proficiency and Academic Achievement**

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

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

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

Complete responses will:

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Title III funds are not distributed to individual school sites. The funds are centralized to provide systemic approach to providing districtwide supplemental supports to enhance the base program. Annually, Ojai Unified conducts an informal and formal district program reviews to monitor effectiveness of districtwide program practices and services. The district's Emerging Bilingual and Family Support Coordinator publishes a monthly staff newsletter with strategies and recent research in the field of teaching our Emerging Bilinguals. In addition, school sites conduct individual site Emerging Bilingual analyses of formative and summative data and evaluations as well as informal and formal site program reviews. The district's Emerging Bilingual Coordinator along with the site administrator make visits to classrooms to observe ELD lesson delivery. Part of the observation includes monitoring of quality integrated and designated ELD instruction. In order to support the base accountability actions described above, Title III will support teachers with additional coaching and trainings that would improve, increase, and intensify the effectiveness of their instructional delivery around Emerging Bilinguals.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district has prioritized student engagement, climate and physical/mental health coupled with academics including providing students with access to a well-rounded education, improving school conditions for student learning, promoting safe and supportive school climate to reduce the use of exclusionary discipline, and promoting a healthy, active lifestyle. After initial consultation on the best uses of Title IV, activities will include supplementing professional development and resources for supporting Multi-Tiered System of Supports (MTSS) both academically and behaviorally with Social and Emotional Learning (SEL), integration support for technology, and intervention to help close achievement gaps that exist. The fund allocation will be combined with Title I funding and will allow the district to provide safe and engaging learning environments by partnering with families and community to increase engagement between home and school; by enhancing communications and family access to information; by supplementing our targeted foster and homeless student case management program, by encouraging positive climate/culture at each site; by increasing student attendance rates with incentives; and by focusing on student physical and mental health. The fund allocation will also provide all student groups intervention opportunities to address the learning loss of ALL students to ensure equity and to ensure that students achieve academic success and are college and career ready. The district recognizes the importance of evaluating our strategies/actions for effectiveness and impact on our goals. As a result, the metric through which we will evaluate Title IV programming will be attendance rate data, state and local assessment data, and student/school level behavior reports.

## **Title IV, Part A Needs Assessment**

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

### **Well-rounded Education Opportunities (ESSA Section 4107)**

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

In 2023, Ojai Unified School District conducted a needs assessment and found that both math and ELA as well as chronic absenteeism are areas that need support.

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

Title IV funds will be combined with Title I funds to support activities and programs that enhance and extend our district plan for student achievement.

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

CAASPP data will be used to evaluate future program planning. Also local data will be used as an evaluation tool.

### **Safe and Healthy Students (ESSA Section 4108)**

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

Chronic absenteeism can be the result of lack of student engagement. Some federal funds can supplement those activities that increase a positive school climate and an engaged student.

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

Sites use SEL curriculum and have mental health staff at all sites.

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

Attendance will be monitored using parent conferences (SARB process) and by making good attendance its own reward by offering student engagement opportunities.

### **Effective Use of Technology (ESSA Section 4109)**

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

Maintain annual technology inventory in order to continue with 1:1 devices.

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



Review at least annually the use of digital curriculum.

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

Analyze the student outcomes of student engagement with technology, the use of digital core curriculum, and conduct surveys with all educational partners.

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

Date of LEA's last conducted needs assessment:

August-December 2023

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

California Department of Education  
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