

2023/24

Local Control & Accountability Plan (LCAP) Development

*Educational Partner Engagement
Board of Trustees: April 26, 2022*

Local Control & Accountability Plan (LCAP)

Local Control Funding Formula (LCFF)

- **Base:** Per student allocation based on grade span
- **Supplemental:** Additional funds to support unduplicated students
- **Concentration:** Enhancement to Supplemental funds when the district percentage of unduplicated students exceeds 55%

Unduplicated Students

- English Learners
- Low Income
- Foster Youth

LCAP Tenants

1. Identify goals to **improve or increase services** to students
2. Focus on **student achievement & outcomes**
3. Creation of a stronger **link between the budget process & local decisions** regarding educational programs
4. Requires **local participation in the planning** process

LCAP Basics

- **Adopted by** the Ocean View School District **Board of Trustees**
- **Three-year plan** 2021/22 – 2023/24 (revising the initial plan to reflect year two)
- Implemented **July 1-June 30** each year
- Based on **8 State Priority Areas**



LCAP -- Engaging Educational Partners

Parent/Guardian Surveys

LCAP Survey

Purpose: Solicit feedback on existing LCAP goals and actions

Administration Window: Nov. 10, 2021 - Jan. 28, 2022

Number of Participants: 403

Responses in English, Spanish, and Vietnamese

Results: Strongly Agree or Agree with Goal and Actions

Goal 1: 98.5%

Goal 2: 94.0%

Goal 3: 96.0%

District Survey

Purpose: Guide District improvement

Administration Window: Apr. 18 - May 1, 2022

Partner Engagement

Mar. 7: California School Employee Association (CSEA) , Chapter 375

Mar. 14: Presidents' Roundtable

Mar. 14: Leadership Team

Mar. 15: District English Learner Advisory Committee (DELAC)

Mar. 31: Ocean View Teachers Association (OVTA)

Apr. 8: Orange County Department of Education (OCDE)

Apr. 26: Board of Trustees

Apr. 28: Parent Forum

Student Engagement

Focus Groups

Representatives in Grades 3rd-8th

Mar. 14 - Apr. 1, 2022

1. What do you think would better help you learn?
2. Some things are hard to learn and some are easy, what can we do to help you learn when the content is hard to understand?
3. What ideas do you have to keep our school safe?
4. What else could we do to improve our school?

Student Surveys

Apr. 26-May 6, 2022

3rd-5th OVSD Climate Survey

7th Grade Healthy Kids Survey





LCAP Goal 1

PUPIL OUTCOMES & CONDITIONS OF LEARNING

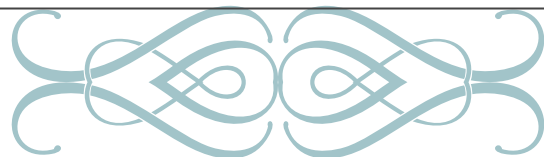
To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities.





LCAP Goal 1: PUPIL OUTCOMES & CONDITIONS OF LEARNING

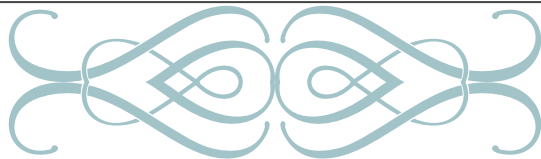
Action	
1.1	<i>Recognition that classroom teacher effectiveness has the strongest impact on student achievement, followed by the site administrator, and the need for professional support; OVSD will continue to focus on recruiting, hiring, and maintaining qualified certificated, classified, and administrative staff.</i>
1.2	<i>Student achievement and English language acquisition is fueled by access to high-quality Standards-based instructional materials across all content areas including English language development (ELD) and utilization of effective strategies driven by individual student needs. To support this, teachers and staff need access to Board-adopted core curriculum, locally-identified assessments, and high-quality professional development.</i>
1.3	<i>Provide a comprehensive middle school program with engaging electives such as band, art, leadership, Spanish, and robotics, along with extracurricular opportunities, including after school sports.</i>





LCAP Goal 1: PUPIL OUTCOMES & CONDITIONS OF LEARNING

Action	
1.4	<i>Build the leadership capacity of District and site leaders through professional development opportunities for administrators and teacher leaders.</i>
1.5	<i>Continue to provide parent options through sustaining innovative schools and programs including Environment Science, Science Technology Engineering Arts Math (STEAM), Visual and Performing Arts (VAPA), and Spanish Dual Language Immersion (DLI).</i>
1.6	<i>Provide students a well-rounded educational experience with projects, the Arts, music, and technology to enhance learning, increase engagement, and prepare students for college and career.</i>
1.7	<i>All students need rigorous educational experiences. To ensure Gifted and Talented Education (GATE) students are challenged, the GATE magnet and cluster programs will continue to be supported and enhanced.</i>





LCAP Goal 1: PUPIL OUTCOMES & CONDITIONS OF LEARNING

Educational Partner Input

Parents/ Guardians & Staff	Parents, guardians and staff recognize the importance of staff quality and desire a continued focus on recruiting, hiring, and retaining staff. They have an interest in class size, enrichment that varies from continued focus on the arts to more field trips, and engaging electives.
Students	Students indicate they learn better in small groups and when working with peers. They enjoy educational activities, games, and projects. They would like to listen to music while working, and more breaks with opportunities to be outside (both to work and for breaks).





LCAP Goal 2

TARGETED SUPPORTS

To address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.



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LCAP Goal 1: PUPIL OUTCOMES & CONDITIONS OF LEARNING

Action

2.1

*Continue to provide students with **more daily instructional minutes** than required by law to support and advance student learning, particularly English learners, Foster Youth, Low Income, Homeless, and other high needs students. (Beyond Reform, Lindsay Unified School District, 2017; Focus, Schmoker 2011; Coherence, Fullan and Quinn, 2016; English Language Arts/English Language Development Framework, 2014; Transformational Learning, Sheninger, 2017; Humanizing the Education Machine, Miller, 2017)*





LCAP Goal 2: TARGETED SUPPORTS

Action

2.2

*Continue to provide **early intervention, prevention, and English language acquisition programs** through reduced class sizes for Transitional Kindergarten (TK) through third grade, in addition to instructional assistants for TK through Kindergarten in order to build a strong foundation for school readiness skills. "Reading proficiently by the end of third grade ... can be a make-or-break benchmark in a child's educational development...A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school." (Early Warning! Why Reading by the End of Third Grade Matters, 2010). Additionally, research has found participation by English learners in Transitional Kindergarten provides a strong advantage over English learners (ELs) who did not in the development of English, literacy, and mathematics (The Impact of Transitional Kindergarten on California Students, Manship, K., Holod, A., Quick, H., et. al. 2017).*





LCAP Goal 2: TARGETED SUPPORTS

Action

2.3

*Continue to develop and refine **Multi-Tier System of Support (MTSS) academic supports** through professional development and teacher release time to analyze data to guide student-driven, evidence-based targeted differentiation and intervention for English learners, Foster Youth, Low Income, Homeless, and other high needs students. Study after study continues to find that school-wide initiatives which systematically build consistent practices with teachers are the best way to improve learning outcomes for all students. Release time for teachers facilitates collaboration and improves teacher practice. (Fullan, 2014; Hattie, 2012; Odden 2011; Schmoker, 2011)*





LCAP Goal 2: TARGETED SUPPORTS

Action

2.4

*Continue to develop and refine **Multi-Tier System of Support (MTSS) social-emotional supports**, including District mental health providers and contracted interns. As research supports, positive school relationships correlate with student motivation, engagement, and academic outcomes. (Why Relationships Matter, R. Loe, 2015). Services from Mental Health staff target specific needs of students and include connecting students and families to agencies for support and assistance outside of the school day. Specific attention will be given to English learners, Foster Youth, Low Income, Homeless, and other high needs students.*





LCAP Goal 2: TARGETED SUPPORTS

Action

2.5

*Provide **parent education and regular school-to-home communication** regarding academic program, student progress, and to solicit parent participation, targeting English learners, Foster Youth, Low Income, Homeless, and individuals with exceptional needs including oral interpretation and written translation, to support student success. "Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (Henderson, A.T., and K.L. Mapp, 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement)*





LCAP Goal 2: TARGETED SUPPORTS

Educational Partner Feedback

Parents/ Guardians & Staff	Parents, guardians and staff recognize the impact of the pandemic and see a need for academic intervention and social emotional/mental health supports.
Students	Most of the ideas identified by students are a part of the core program. However, students recognize students may need access to a counselor or another adult to talk to when they are sad or stressed.





LCAP Goal 3

ENGAGEMENT

To support students and their families, Ocean View School District will ensure welcoming and safe schools while maintaining a continued focus on improving communication and engagement of students, employees, parents, the community, and business partners.



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LCAP Goal 3: ENGAGEMENT

Action	
3.1	<i>Continue to develop and improve protocols to keep students and staff safe.</i>
3.2	<i>Ensure strong, healthy, and supportive school climates through implementation of Positive Behavioral Intervention Systems (PBIS), Restorative Practices, and Social Emotional Learning (SEL) lessons and activities.</i>
3.3	<i>Strengthen school-home connection through regular communication regarding student academic achievement and community knowledge of OVSD through District, site, and teacher communication, social media, and media relations.</i>
3.4	<i>Continue to build strong relationships through the utilization of Partnership with Administration and Labor (PAL) practices and principles along with the PAL Advance, PAL Council, and other activities.</i>





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LCAP Goal 3: ENGAGEMENT

Action

3.5	<i>Proactively reach out to maintain and develop internal and external partnerships.</i>
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LCAP Goal 3: ENGAGEMENT

Educational Partner Input

Parents/ Guardians & Staff	Parents, guardians and staff linked engagement with enrichment opportunities during and beyond the school day and continued support for student access to counselors.
Students	Students stressed the value of relationships with teachers, staff, and peers. They both indicated the importance of being kind, and to “not be a bully.” They demonstrated empathy and the need to welcome new students. They find fidgets, stress balls, and music calming when they are upset, and value having a place to relax when stressed.





Next Steps

Educational Partner Engagement

- Board: April 26
- Students: 3rd-5th Grades OVSD Climate Survey & 7th Grade Healthy Kids Survey (April 27-May 6)
- Parents/Guardians: District Survey (April 18-May 1), Parent Forum (April 28), & District English Learner Advisory Committee Meeting (May 12)

OCDE Review May 2-20

Metric Outcome Data May-August

Approval Process

- Public Hearing: June 14
- Approval: June 28



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