



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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# Goals and Actions

## Goal

Goal #	Description
1	<p><b>PUPIL OUTCOMES &amp; CONDITIONS OF LEARNING</b></p> <p>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.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Teachers: Appropriately Assigned	<p>Appropriately Assigned</p> <p>Elementary 236/237 (1 - intern credential)</p> <p>Middle 121/132 (1 - short term permit, 1- limited assignment permit, 9 - letters of consent)</p>	100% Appropriately Assigned	100% Appropriately Assigned	<p>Appropriately Assigned</p> <p>Elementary: 216/218 (1 intern credential, 1 short-term staff permit)</p> <p>Middle 90/121 (1 intern credential, 20 letters of consent)</p>	100% Appropriately Assigned
Local Indicator - Instructional Materials: Student access to copies of Standards-aligned instructional materials at school and home	100%	100%	100%	100%	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Facilities: Annual FIT Inspection Rating	10 schools - Exemplary 4 schools - Good	8 schools - Exemplary 6 schools - Good	11 schools - Exemplary 3 schools - Good	6 schools - Exemplary 7 schools - Good 1 school - Fair	14 schools - Exemplary
Local Indicator - Implementation of Academic Standards: Instruction and District adopted core materials implemented in all content areas	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Maintain
Local Indicator - Access to Broad Course of Study	100% of students are enrolled in all adopted courses of study	100% of students are enrolled in all adopted courses of study	100% of students are enrolled in all adopted courses of study	100% of students are enrolled in all adopted courses of study	Maintain
CAASPP Assessments - English Language Arts for All Students: Standard Met and Exceeded	Established Spring, 2022	CAASPP Administration Window: Spring 2022 58.07% scoring Meets or Exceeds	CAASPP Administration Window: April 25 - June 3, 2023 Goal: 60.07%	CAASPP Administration Window: Spring 2024 Results will be reported when received from the State	68.07% scoring Meets or Exceeds
CAASPP Assessments - Mathematics for All Students: Standard Met and Exceeded	Established Spring, 2022	CAASPP Administration Spring 2022 49.33% scoring Meets or Exceeds	CAASPP Administration Window: April 25 - June 3, 2023 Goal: 51.33%	CAASPP Administration Window: Spring 2024 Results will be reported when received from the State	59.33% scoring Meets or Exceeds

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready Reading Language Arts (End of Year Diagnostic) for All Students: At or Above Grade Level	60% (June 2021)	59% (June 2022)	62% (June 2023)	62% (June 2024)	70% scoring At or Above Grade Level
i-Ready Math (End of Year Diagnostic) for All Students: At or Above Grade Level	54% (June 2021)	56.5% (June 2022)	60% (June 2023)	59% (June 2024)	70% scoring At or Above Grade Level
CA Dashboard - ELA	Established December, 2023	Not Available	In the 2022 year, State Indicators only reflect the current year of data.  All Students - High (+13.2 points above standard)	In the 2023 year, State Indicators only reflect the current year of data.  All students Green Status (+15.3 points above standard)	Green Status (+3-15 points; +16.2 or more points above standard)
CA Dashboard - Math	Established December, 2023	Not Available	In the 2022 year, State Indicators only reflect the current year of data.  All Students - Medium (-6.4 points below standard)	In the 2023 year, State Indicators only reflect the current year of data.  All students Green Status (+5.7 points; -0.7 points below standard)	Green Status (+3-15 points; -3.4 or less below standard)
CA Dashboard - English Language	Established December, 2023	Not Available	In the 2022 year, State Indicators only	In the 2023 year, State Indicators only	High (+0.7%; 55% or higher making yearly progress)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress Indicator (ELPI)			reflect the current year of data.  Medium (54.3% making yearly progress)	reflect the current year of data.  Orange Status (-2.3%; 51.9% making yearly progress)	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions 1.1 - 1.7 were effectively implemented as planned. However, schools were not assigned a certificated substitute to compensate for teacher absences at each site due to a shortage of available certificated substitutes. Recruiting, hiring, and retaining qualified certificated, classified, and administrative staff continues to be difficult particularly for positions in high demand (Action 1.1). All teachers and support staff had access to Board-adopted core curriculum and locally identified assessments (Action 1.2). Professional development was effectively implemented as planned. (Action 1.2). Students in elementary through middle grades continue to be offered well-rounded educational experiences (Actions 1.3 and 1.6), access to innovative programs (Action 1.5), and options for students identified for the Gifted and Talented Education (GATE) program (Action 1.7). The Spanish Dual Language Immersion program continues to grow and in 2023-24 was provided to Kindergarten through fourth grade students. Finally, administrators and teacher leaders were provided opportunities to attend leadership development learning (Action 1.4).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For 2023-24 Actions 1.1, 1.5, and 1.6, estimated actual expenditures were over budget due to a negotiated raise of 3.5% in May 2024 which is retroactive to July 1, 2023, and a 0.5% raise effective February 1, 2024, for classified and certificated staff. For Action 1.2, additional standards-based instructional materials were purchased, and Professional Development was funded from Educator Effectiveness funds. Actions 1.3 and 1.4 reflect a minimal difference between the budgeted and estimated actual expenditures. For Action 1.7, the difference

reflects the use of Educator Effectiveness funds for teacher training and materials, and fewer teachers than planned attended GATE training due to a lack of substitutes.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### Data Analysis | Baseline to Year 3

The June 2024 i-Ready data results reflect significant growth in English language arts from September to June across various student groups: All Students demonstrated 21% growth, English Learners showed 19%, Low-income students grew by 20%, Students with Disabilities improved by 13%, Foster Youth by 7%, and Homeless students by 20%. In Mathematics, growth was similarly strong: All Students advanced by 29%, English Learners by 18%, Low-income students by 26%, Students with Disabilities by 14%, Foster Youth by 7%, and Homeless students by 23%. These results affirm the effectiveness of the iReady intervention in promoting student progress. Additionally, ELPAC scores reflect 14% of English Learners scoring the highest rank of Overall Level 4 and the district is awaiting the 2023-2024 CAASPP scores, which will be reported once they become available.

The 2022-23 California Dashboard results received in December 2023 indicate the need to better meet the needs of students and achieve the target Green level. In ELA, English learners, low-income, and students with disabilities scored at the Orange level while homeless youth reached the Yellow level. Foster Youth scored at the lowest level Red resulting in a new targeted action. In math, some student groups maintained Orange, English learners and students with disabilities, and Yellow homeless youth. However, two groups performed better, foster youth achieved at the Orange level and low-income achieved Yellow. Since returning from the pandemic, chronic absenteeism has been high. Every student group demonstrated improvement, English learners, low-income, students with disabilities, and homeless achieving Yellow except foster youth who achieved at the Orange level. The suspension rate was lower than desired for all groups and as such a new action was crafted (all groups except foster youth were Orange which was red). Additionally, the English Language Proficiency Indicator (ELPI) did not reach the Green target and was Orange. Although progress varies among subgroups, increasing achievement comparable to the All students continues to be an area of focus and challenge.

The Annual FIT assessment indicated that thirteen schools are performing at the "exemplary" or "good" levels and one school is "fair". Additionally, every student had access to all instructional and adopted core materials and was instructed by appropriately credentialed teachers. The outlined actions are anticipated to lead to significant growth as they are continually implemented and enhanced over the next few years.

#### Attract, Hire, and Retain Highly Effective Staff | Action 1.1

OVSD will continue to provide competitive compensation to support student achievement. Classified recruitment is improving. However, due to declining enrollment, at the end of each school year, OVSD releases temporary teachers including 22 teaching positions in 2023-24.

#### Professional Development | Actions 1.2 and 1.4

In analyzing the data and action steps, providing professional development for teachers (1.2) and district leaders (1.4) supported growth in student achievement. New Principals and School Office Manager teams attended Break Through Coaching to train the teams on structures to help leaders in meeting school goals. All elementary and middle school teachers engaged in multiple professional development sessions

focused on informational writing across the curriculum and i-Ready training, which emphasized the use of data-driven decisions for small-group instruction. Furthermore, on the student-free day of November 1, all teachers were introduced to the principles of Universal Design for Learning (UDL) to further academic achievement. Throughout the year, the District provided continuous training in informational writing and integration of writing across subjects. Additionally, optional UDL training was made available during the summer and after-school sessions in the spring, allowing interested teachers to enhance their instructional strategies.

#### Enhancing Instructional Programs and Offerings | Actions 1.3, 1.5, 1.6, and 1.7

OVSD enhanced instructional programs and offerings during the 2023-24 year. Knowing that robust and well-rounded programs encourage and motivate students to attend school, higher attendance levels will positively impact student achievement in all academic areas. In fact, Chronic Absenteeism declined during the 2023-24 school year by -6% from the previous school year and OVSD will continue its efforts to exceed the challenge to engage students in learning and improve attendance for significant student subgroups.

Middle school elective offerings (1.3 and 1.6) included eSports, AVID, the Visual and Performing Arts, and additional elective offerings. Innovative schools and programs (1.5) showed growth and the Spanish Dual Language Immersion program expanded to fourth grade. Another round of OVSD teachers and administrators, 14 in 2023-24, participated in GATE certification training, totaling more than 91 GATE-certified staff districtwide (1.2, 1.4, and 1.7.)

OVSD has achieved significant successes in providing competitive compensation, enhancing professional development, and expanding instructional programs, leading to improved student achievement and reduced absenteeism. However, challenges related to declining enrollment, the sustainability of professional development, and managing program expansion remain areas for ongoing attention and improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 year, the goals and actions will remain the same. OVSD will continue to offer competitive compensation (action 1.1). An emphasis on structured literacy was added to action 1.2 along with continuing to provide targeted professional development focused on writing across the curriculum, UDL, scaffolding grade-level content, and small-group, differentiated instruction. Comprehensive and well-rounded elective offerings will continue to be a focus at the middle school level (action 1.3).

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	TARGETED SUPPORTS To address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready Reading: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group	All Student Group: 11% English Learners: 11% Low-income: 11% Students with Disabilities: 8% Foster Youth: 25% Homeless: Baseline added Year 1	All Student Group: 23% English Learners: 22% Low-income: 24% Students with Disabilities: 11% Foster Youth: 29% Homeless: 17%	All Student Group: 25% English Learners: 21% Low-income: 25% Students with Disabilities: 16% Foster Youth: 18% Homeless: 20%	All Student Group: 21% English Learners: 19% Low-income: 20% Students with Disabilities: 13% Foster Youth: 8% Homeless: 20%	All Student Group: 15% English Learners: 18% Low-income: 18% Students with Disabilities: 18% Foster Youth: 25% Homeless: 25%
i-Ready Math: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group	All Student Group: 16% English Learners: 13% Low-income: 14% Students with Disabilities: 8% Foster Youth: 10% Homeless: Baseline added Year 1	All Student Group: 32% English Learners: 24% Low-income: 30% Students with Disabilities: 15% Foster Youth: 23% Homeless: 24%	All Student Group: 33% English Learners: 26% Low-income: 31% Students with Disabilities: 20% Foster Youth: 30% Homeless: 25%	All Student Group: 29% English Learners: 18% Low-income: 26% Students with Disabilities: 14% Foster Youth: 7% Homeless: 23%	All Student Group: 20% English Learners: 23% Low-income: 25% Students with Disabilities: 23% Foster Youth: 23% Homeless: 35%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessments for California (ELPAC): Percent Level 4 (Well Developed) on English Language Proficiency for Summative Assessment	23.0%	20.7%	17%	14%	Increase 10%
Reclassification	11.7%	13%	10%	11%	Increase 6%
Translation/ Interpretation: Continue to provide communication and notification in multiple languages for parents/guardians of unduplicated students	As of May 14, 2021 250 hours of written translations 1083 hours of oral translations	As of May 13, 2022 714 hrs translations 898 hrs interpretation	As of May 11, 2023 587 hrs translations 650 hrs interpretation	As of May 11, 2024 415 hrs translations 806 hrs interpretations	Maintain
CA Dashboard - ELA	Established December, 2023	Not Available	In the 2022 year, State Indicators only reflect the current year of data.  All Student Group: High (+13.2 points above standard) English Learners: Low (-35.9 points below standard)	In the 2023 year, State Indicators only reflect the current year of data.  All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; -45.4	In the 2024 year, State Indicators only reflect the current year of data.  All Student Group: Green (+ 3-15; +16.2 or more above standard) English Learners: Yellow (+3-15; -32.9 or less below standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Low-income: Low (-18.5 points below standard)</p> <p>Students with Disabilities: Very Low (-83.1 points below standard)</p> <p>Foster Youth: Low (-52.2 points below standard)</p> <p>Homeless: Low (-47.3 points below standard)</p>	<p>points below standard)</p> <p>Low-income: Orange (Maintained 1.7 points; -16.8 points below standard)</p> <p>Students with Disabilities: Orange (+6.3 points; -77.1 points below standard)</p> <p>Foster Youth: Red (-23.4 points; -75.7 points below standard)</p> <p>Homeless: Yellow (+17.9 points; -29.4 points below standard)</p>	<p>Low-income: Yellow (+3-15; -13.5 or less below standard)</p> <p>Students with Disabilities: Yellow (+3-15; -70.0 or less below standard)</p> <p>Foster Youth: Yellow (+3-15; -49.2 or less below standard)</p> <p>Homeless: Yellow (+3-15; -44.3 or less below standard)</p>
CA Dashboard - Math	Established December, 2023	Not Available	<p>In the 2022 year, State Indicators only reflect the current year of data.</p> <p>All Student Group: Medium (-6.4 points below standard)</p> <p>English Learners: Low (-56.4 points below standard)</p> <p>Low-income: Low (-44.3 points below standard)</p>	<p>In the 2023 year, State Indicators only reflect the current year of data.</p> <p>All Student Group: Green (+5.7 points; -0.7 points below standard)</p> <p>English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)</p>	<p>In the 2024 year, State Indicators only reflect the current year of data.</p> <p>All Student Group: Green (Increase 3-15; +0.0 or more above standard)</p> <p>English Learners: Yellow (+3-15; -53.4 or less below standard)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Students with Disabilities: Very Low (-109.2 points below standard)</p> <p>Foster Youth: Low (-60.3 points below standard)</p> <p>Homeless: Low (-70.1 points below standard)</p>	<p>Low-income: Yellow (+9.7 points; -34.67 points below standard)</p> <p>Students with Disabilities: Orange (+13.5 points; -95.7 points below standard)</p> <p>Foster Youth: Orange (+31.1 points; -91.3 points below standard)</p> <p>Homeless: Yellow (+25.1 points; -45 points below standard)</p>	<p>Low-income: Yellow (+ 3-15; -41.3 or less below standard)</p> <p>students with Disabilities: Yellow (+3-15; -95.0 or less below standard)</p> <p>Foster Youth: Yellow (+3-15; -57.3 or less below standard)</p> <p>Homeless: Yellow (+3-15; -67.1 or less below standard)</p>
CA Dashboard - Chronic Absenteeism	Established December, 2023	Not Available	<p>In the 2022 year, State Indicators only reflect the current year of data.</p> <p>All Student Group: Very High (20.6%)</p> <p>English Learners: Very High (24.2%)</p> <p>Low-income: Very High (26.5%)</p> <p>Students with Disabilities: Very High (32.2%)</p> <p>Foster Youth: Very High (56.8%)</p>	<p>In the 2023 year, State Indicators only reflect the current year of data.</p> <p>All Student Group: Yellow (-6.2% or more; 14.4% or less)</p> <p>English Learners: Yellow (-4.4% or more; 19.8% or less)</p> <p>Low-income: Yellow (-6.7% or more; 19.7% or less)</p> <p>Students with Disabilities: Yellow (-</p>	<p>In the 2024 year, State Indicators only reflect the current year of data.</p> <p>All Student Group: Yellow (-3.0% or more; 17.6% or less)</p> <p>English Learners: Yellow (-3.0% or more; 21.2% or less)</p> <p>Low-income: Yellow (-3.0% or more; 23.5% or less)</p> <p>Students with Disabilities: Yellow (-</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Homeless: Very High (35.3%)	7.5% or more; 24.6% or less) Foster Youth: Orange (-6.8% or more; 50% or less) Homeless: Yellow (-11.9% or more; 23.4% or less)	3.0% or more; 29.2% or less) Foster Youth: Yellow (-3.0% or more; 53.8% or less) Homeless: Yellow (-3.0% or more; 32.3% or less)
CA Dashboard - Suspension	Established December, 2023	Not Available	In the 2022 year, State Indicators only reflect the current year of data.  All Student Group: Medium (1.6%) English Learners: Medium (2.5%) Low-income: Medium (2.2%) Students with Disabilities: Very High (3.7%) Foster Youth: High (4.3%) Homeless: Medium (2.4%)	In the 2023 year, State Indicators only reflect the current year of data.  All Student Group: Orange (+0.4% or more; 2% or less) English Learners: Orange (+1.3% or more; 3.8% or less) Low-income: Orange (+0.7% or more; 2.9% or less) Students with Disabilities: Orange (Maintained -0.2%; 3.4% or less) Foster Youth: Red (+5.9% or more; 10.3% or less) Homeless: Orange (+0.5% or more; 2.9% or less)	In the 2024 year, State Indicators only reflect the current year of data.  All Student Group: Green (-0.5%-3.0%; 1.5% or less) English Learners: Green (-0.5%-3.0%; 2.2% or less) Low-income: Green (-0.5%-3.0%; 1.7% or less) Students with Disabilities: Green (-0.5%-3.0%; 3.0% or less) Foster Youth: Yellow (-0.5%-3.0%; 3.8% or less) Homeless: Green (-0.5%-3.0%; 1.9% or less)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard - English Language Proficiency Indicator (ELPI)	Established December, 2023	Not Available	In the 2022 year, State Indicators only reflect the current year of data.  Medium (54.3% making progress towards English Language proficiency)	Orange (Declined 2.3%; 51.9% making progress towards English language proficiency)	High (Increase 0.7% or more; 55% or higher making progress)
CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded	Established Spring, 2022	Scoring Meets or Exceeds English Learners 18.31% Low Income 44.75% Students with Disabilities 20.44% Homeless 31.27%	CAASPP Administration Window: April 25 - June 3, 2023 Goal: Scoring Meets or Exceeds English Learners 20.3% Low Income 46.8% Students with Disabilities 22.4% Homeless 33.3%	Results will be reported when received from the State	Scoring Meets or Exceeds English Learners 28.31% Low Income 54.75% Students with Disabilities 30.44% Homeless 41.27%
CAASPP Assessments - Mathematics for Student Groups: Standard Met and Exceeded	Established Spring, 2022	Scoring Meets or Exceeds English Learners 16.36% Low Income 35.21% Students with Disabilities 15.63% Homeless 23.71%	CAASPP Administration Window: April 25 - June 3, 2023 Goal: Scoring Meets or Exceeds English Learners 18.36% Low Income 37.21%	Results will be reported when received from the State	Scoring Meets or Exceeds English Learners 26.36% Low Income 45.21% Students with Disabilities 25.63% Homeless 33.71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students with Disabilities 17.63% Homeless 25.71%		

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned and there were no substantive differences. Students continued to be provided a longer school day than required by the California Education Code (Action 2.1). The Board of Trustees prioritized full implementation of Transitional Kindergarten moving up the birthdate to September 1, instead of June 2, to allow more students early access to robust Prekindergarten programs and developmental practices. The Board of Trustees continued to implement lower class size across all grade levels a priority (Action 2.2).

In the 2023-24 school year, there was a continued focus on OVSD's Multi-tiered System of Support (MTSS) for academics and social-emotional support (Action 2.4). The November 1 Student Free Day and professional development throughout the year focused on Universal Design for Learning (UDL), writing, and i-Ready diagnostic results-informed small-group differentiated instruction in Language Arts and mathematics. (Action 2.3) Additionally, Parent Education was provided to all administrators to enhance family engagement and home connections and Regular School-to-Home Communication increased (Action 2.5).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For 2023-24 actions 2.1 and 2.2 were over budget due to a negotiated raise for classified and certificated staff. Action 2.3 is under budget due to calculations of instructional minutes of Transitional Kindergarten on modified and conference days. Action 2.4 was slightly under budget due to staffing vacancies. Action 2.5 is over budget due to a shift in funding sources for Parent Liaison Instructional Assistant Bilingual staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### Data Analysis | Baseline to Year 3,

The i-Ready administration window closed on June 7, showing significant growth in English language arts from September to June across various student groups: All Students demonstrated 21% growth, English Learners showed 19%, Low-income students grew by 20%, Students with Disabilities improved by 12.8%, Foster Youth by 7%, and Homeless students by 20%. In Mathematics, growth was similarly strong: All Students advanced by 30%, English Learners by 18%, Low-income students by 26%, Students with Disabilities by 14%, Foster Youth by 7%, and Homeless students by 23%. These results affirm the effectiveness of the iReady intervention in promoting student progress

As of June 14, 63 ELPAC scores have not been released by the state. However, of the 1,246 English learners, currently, 177 received an overall ELPAC 4 representing 14%. These figures are preliminary and subject to change pending the final scores released by the State. The delay in these results affect ELPAC reporting and the reclassification rate of English learners. Additionally, the district is awaiting the 2023-2024 CAASPP scores, which will be reported once they become available.

The 2022-23 California Dashboard results received in December 2023 indicate the need to better meet the needs of students and achieve the target Green level. In ELA, English learners, low-income, and students with disabilities scored at the Orange level while homeless youth reached the Yellow level. Foster Youth scored at the lowest level Red resulting in a new targeted action. In math, some student groups maintained Orange, English learners and students with disabilities, and Yellow homeless youth. However, two groups performed better, foster youth achieved at the Orange level and low-income achieved Yellow. Since returning from the pandemic, chronic absenteeism has been high. Every student group demonstrated improvement, English learners, low-income, students with disabilities, and homeless achieving Yellow except foster youth who achieved at the Orange level. The suspension rate was lower than desired for all groups and as such a new action was crafted (all groups except foster youth were Orange which was red). Additionally, the English Language Proficiency Indicator (ELPI) did not reach the Green target and was Orange.

#### Enhancing Instructional Programs and Offerings | Actions 2.1 and 2.2

Ocean View continued the practice of increased instructional minutes that exceeded state mandates. Additionally, the District recruited staff to extend learning for significant subgroups (English learners, Low Income, Students with Disabilities, Foster Youth, and Homeless) through the Expanded Learning Opportunities Program (ELOP). Looking to grow early intervention programs, OVSD continued to support teachers with developmentally appropriate practices. It is anticipated these increases and support opportunities will have a positive outcome on student achievement over time.

#### Multi-tiered Systems of Support | Actions 2.3 and 2.4

To improve access and equity to rigorous and relevant instruction for English learners, Low-Income, Students with Disabilities, Foster Youth, and Homeless students, the year focused on engagement strategies and equipping leaders with the tools to lead their staff to improve student outcomes. Administrators continued to be supported with ELD standards, data analysis, and other instructional strategies for targeting small-group instruction. Teachers were trained in i-Ready to navigate Instructional Grouping reports which identified skill gaps and helped support teachers with differentiated instruction and access to appropriate scaffolds for students.

Layering social-emotional supports, OVSD continued providing support and structures with mental health staff, counselors, and family outreach to ensure student and family access to services. In addition, students used Wellness Spaces at the middle schools to decompress and hone self-regulation skills. Training on Restorative Circles and Trauma-Informed Practices was provided to equip staff with strategies to support students. The effectiveness of implementing these strategies is reflected above in the 2024 iReady growth data outcomes. Students successfully made gains between 6.7 and 29.5 % in ELA and math from September to June.

#### Communication | Action 2.5

Parent education and engagement training increased as each school site received training on family data chats using i-Ready results and developed goals for improving family engagement to assist children with academic achievement. Interpretation and translation continued to be provided as requested to ensure two-way communication between school staff and parents/guardians.

Overall, Ocean View School District's initiatives (in Goal 2: Actions 1-5) to enhance instructional programs and extend learning opportunities for significant subgroups have shown promise in improving student achievement. By increasing instructional minutes, supporting early intervention, and employing targeted engagement strategies, the district is fostering equitable access to rigorous education. Notably, the implementation of multi-tiered supports, including mental health services and differentiated instruction through tools like i-Ready, has yielded significant academic gains in ELA and math, reflecting the positive impact of these comprehensive approaches. However, OVSD must continue to rigorously address the "opportunity gap" among subgroups to enhance academic outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 year, the goals and actions will remain the same. Additional actions will be added to address the achievement of Long-Term English Learners (2.6), monitor and accelerate achievement and improvement attendance and behavior for Foster Youth (2.7) and Homeless (2.8) and make efforts to exit Differentiated Assistance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Goals and Actions

## Goal

Goal #	Description
3	<p><b>ENGAGEMENT</b></p> <p>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.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey: Participation	1,936 Responses	1,711	1,483	1,419	2,000 Responses
Annual Parent Survey Response - Strongly Agree/Agree: "My input is listened to"	87%	87%	86%	85%	90%
Annual Parent Survey Response - Strongly Agree/Agree: "I am welcomed at my child's school"	92%	93%	94%	95%	95%
Middle School Parent Engagement	<p>AERIES Parent Portal Access (Grades 6-8)</p> <p>100% parent have portal accounts</p> <p>96.9% signed up for weekly updates</p> <p>95.9% signed up for daily updates</p>	<p>AERIES Parent Portal Access (Grades 6-8)</p> <p>100% parents have portal accounts</p> <p>95.3% signed up for weekly updates</p> <p>95.1% signed up for daily updates</p>	<p>AERIES Parent Portal Access (Grades 6-8)</p> <p>99.4% parents have portal accounts</p> <p>93.7% signed up for weekly updates</p> <p>89.3% signed up for daily updates</p>	<p>AERIES Parent Portal Access (Grades 6-8)</p> <p>99.8% parents have portal accounts</p> <p>98.1% signed up for weekly updates</p> <p>94.1% signed up for daily updates</p>	<p>Portal accounts: Maintain 100%</p> <p>Weekly updates: Increase to 100%</p> <p>Daily updates: Maintain above 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Sept. 9, 2019 - Mar. 13, 2020 (pre-COVID) Overall: 96.3% English Learner: 96.0% Foster Youth: 93.1% Low Income: 95.9%	Sept. 8, 2021 - May 20, 2022 Overall: 94.7% English Learner: 93.9% Foster Youth: 91.2% Low Income: 93.8% Homeless: 92.6%	Sept. 7, 2022 - May 19, 2023 Overall: 94.3% English Learner: 93.6% Foster Youth: 88.1% Low Income: 93.7% Homeless: 92.8%	Sept. 5, 2023 - May 17, 2024 Overall: 94.9% English Learner: 94.1% Foster Youth: 92.0% Low Income: 94.2% Homeless: 93.1%	Overall: 97.5% English Learner: 97.5% Foster Youth: 96.0% Low Income: 97.5%
Chronic Absenteeism Rate	Sept. 9 - Mar. 13, 2020 (pre-COVID) Overall: 6.8% English Learner: 8.3% Foster Youth: 22.5% Low Income: 9.3%	Sept. 8, 2021 - May 20, 2022 Overall: 14.8% English Learner: 20.48% Foster Youth: 38.46% Low Income: 19.81% Homeless: 28.51%	Sept. 7, 2022 - May 19, 2023 Overall: 14.76% English Learner: 19.72% Foster Youth: 48.72% Low Income: 18.14% Homeless: 23.74%	Sept. 5, 2023 - May 17, 2024 Overall: 11.98% English Learner: 15.96% Foster Youth: 20.0% Low Income: 15.85% Homeless: 19.78%	Overall: 5% English Learner: 5% Foster Youth: 10% Low Income: 6%
Middle School Dropout Rate	Sept. 9 - Mar. 13, 2020 (pre-COVID) Overall: 0.2%	Sept. 8, 2021 - May 20, 2022 0%	Sept. 7, 2022 - May 19, 2023 0%	Sept. 5, 2023 - May 17, 2024 0%	0%
Suspension Rate	Sept. 9 - Mar. 13, 2020 (pre-COVID) Overall: 1.0% English Learner: 1.6% Foster Youth: 0% Low Income: 1.5%	Sept. 8, 2021 - May 20, 2022 Overall: 1.4% EL: 2.2% Foster Youth: 7.5% Low Income: 2.0% Homeless: 2.7%	Sept. 7, 2022 - May 19, 2023 Overall: 1.7% EL: 3.4% Foster Youth: 9.3% Low Income: 2.5% Homeless: 2.7%	Sept. 5, 2023 - May 17, 2024 Overall: 1.1% English Learner: 1.6% Foster Youth: 3.8% Low Income: 1.5% Homeless: 1.4%	Overall: Less than 1.0% English Learner: Less than 1.0% Foster Youth: Maintain 0% Low Income: Less than 1.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0%	1 student	2 students as of May 17, 2024	Maintain 0%
OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: Do you feel the teachers and adults at your school care about you?	86.9%	79.6%	89.1%	87.2%	92%
OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: Do you feel safe at your school?	88.9%	86.1%	85.1%	86.2%	94%
OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: Do you feel the teachers and adults at your school care about you?	88.9%	83.3%	81.8%	78.5%	94%
OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: Do you feel safe at your school?	88.4%	84%	79.4%	78.9%	94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey 7th Grade Response - Pretty Much True/Very Much True: Average reporting for Caring Adults in School	61%	56%	OVSD Climate Survey 6th-8th - Always/Most of the time: Caring adults in school (Replaced the California Healthy Kids Survey in 2022-23)  53.4%	70.7%	75%
California Healthy Kids Survey 7th Grade Response - Strongly Agree/Agree: School perceived as very safe or safe	70%	58%	OVSD Climate Survey 6th-8th - Most of the Time/Always: Do you feel safe at your school? (Replaced the California Healthy Kids Survey in 2022-23)  60.3%	67.3%	85%
CA Dashboard - Chronic Absenteeism	Established December 2023	Not Available	In the 2022 year, State Indicators only reflect the current year of data.  All Student Group: Very High (20.6%)	All Student Group Yellow (Declined 6.2% or more; 14.4% or less)	All Student Group: Yellow (Decrease 3.0% or more; 17.6% or less)
CA Dashboard - Suspension	Established December 2023	Not Available	In the 2022 year, State Indicators only	All Student Group: Orange Status	All Student Group: Green (Decline 0.5%-3.0%; 1.5% or less)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			reflect the current year of data.  All Student Group: Medium (1.6%)	(increased 0.4% or more; 2% or less )	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned and there were no substantive differences in implementing Goal 3 actions. There has been an increased focus on safety with the addition of two Campus Safety Supervisors on each middle school campus. The consistent use of the Raptor System has also increased campus security (Action 3.1), Efforts continued to support strong, healthy, and supportive school climates with the addition of Intern Counselors (Action 3.2). The Partnership with Administration and Labor (PAL) and the Instructional Leadership Corps (Action 3.3) between union and district leaders, continued to strengthen relationships (Action 3.3-3.5) throughout the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.2 is under budget due to the use of other one-time funding sources. Action 3.3 is over budget due to a reclassification of the Communication and Public Information Officer position and an increased effort in District advertising.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

### Data Analysis | Baseline to Year 3

Students in grades two through eight and parents/guardians are surveyed to determine the extent to which students feel connected to staff and whether they feel safe. More students feel connected to staff in elementary school (87.2% for second/third and 78.5% for fourth/fifth grades) than in middle school (70.7% for sixth through eighth grades.) With regards to feeling safe at school, 86.2% of second/third, 78.9% of fourth/fifth, and 67.3% of sixth through eighth responded in the affirmative.

In contrast, 94% of parents/guardians agreed or strongly agreed that their child had a connection with at least one adult at school. Concerning safety, parents/guardians also reported higher levels of safety than students with 92% agreeing or strongly agreeing that the school provided physical safety and 89% reporting the same for social safety.

Chronic absenteeism improved for all student groups except Foster Youth.

The California School Dashboard for Chronic Absenteeism indicated the All Students group scored in Yellow (declined 6.2%), except Foster Youth who are Orange.

#### Safety | Action 3.1

Ocean View continued to improve its safety measures through the addition of enhancements in each school's front office. Additionally, two Campus Safety Supervisors were hired to assist with middle school safety and more middle school students reported feeling safe. The OVSD Student Climate Survey reflects approximately 67.3% of middle school students and 79%-86% of second through fifth graders reported they felt safe most of the time or always.

#### Supportive School Climate | Action 3.2

Efforts continue to focus on supporting the social-emotional needs of students and helping them feel safe, accepted, and connected. Based on the OVSD Climate survey, efforts will continue to build relationships between students and staff with approximately 70.7% of middle school students and 79%-87% of second through fifth graders reporting most of the time or always feeling adults care for them.

Every school is completing the Positive Behavioral Interventions and Supports review and evaluation of their school and additional staff at each school has received Restorative Practices training.

#### Communication and Partnerships | Actions 3.3, 3.4, and 3.5

Progress has been made toward maintaining a continued focus on improving communication and engagement with educational partners. Site administrators brought school teams for professional development on increasing, improving, and enhancing parent engagement efforts. District staff has provided ongoing support and training in utilizing social media for increased communication with families and community partners.

Overall, OVSD has improved safety measures across schools, contributing to a feeling of increased safety among students. The implementation of Positive Behavioral Interventions and Supports (PBIS) and training in Restorative Practices has contributed to creating a more supportive and inclusive school climate. Progress has been made in maintaining focus on communication and engagement with educational partners, which is crucial for fostering a collaborative environment between schools, parents, and the broader community. Challenges continue to be in the area of increasing middle school student engagement, feelings safety, chronic absenteeism among Foster Youth and ensuring that communication channels remain open and effective to foster trust and collaboration. OVSD has made commendable progress in creating a safer and more connected school environment. Addressing the identified challenges will be essential for sustaining these successes and ensuring all students feel safe and supported.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 year, the goals and actions will remain the same with an additional action to address decreasing suspension rates by monitoring data, implementing other means of correction, using alternatives to suspensions, and providing interventions to targeted student groups.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.



- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
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