

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ocean View School District

CDS Code: 30-666130000000

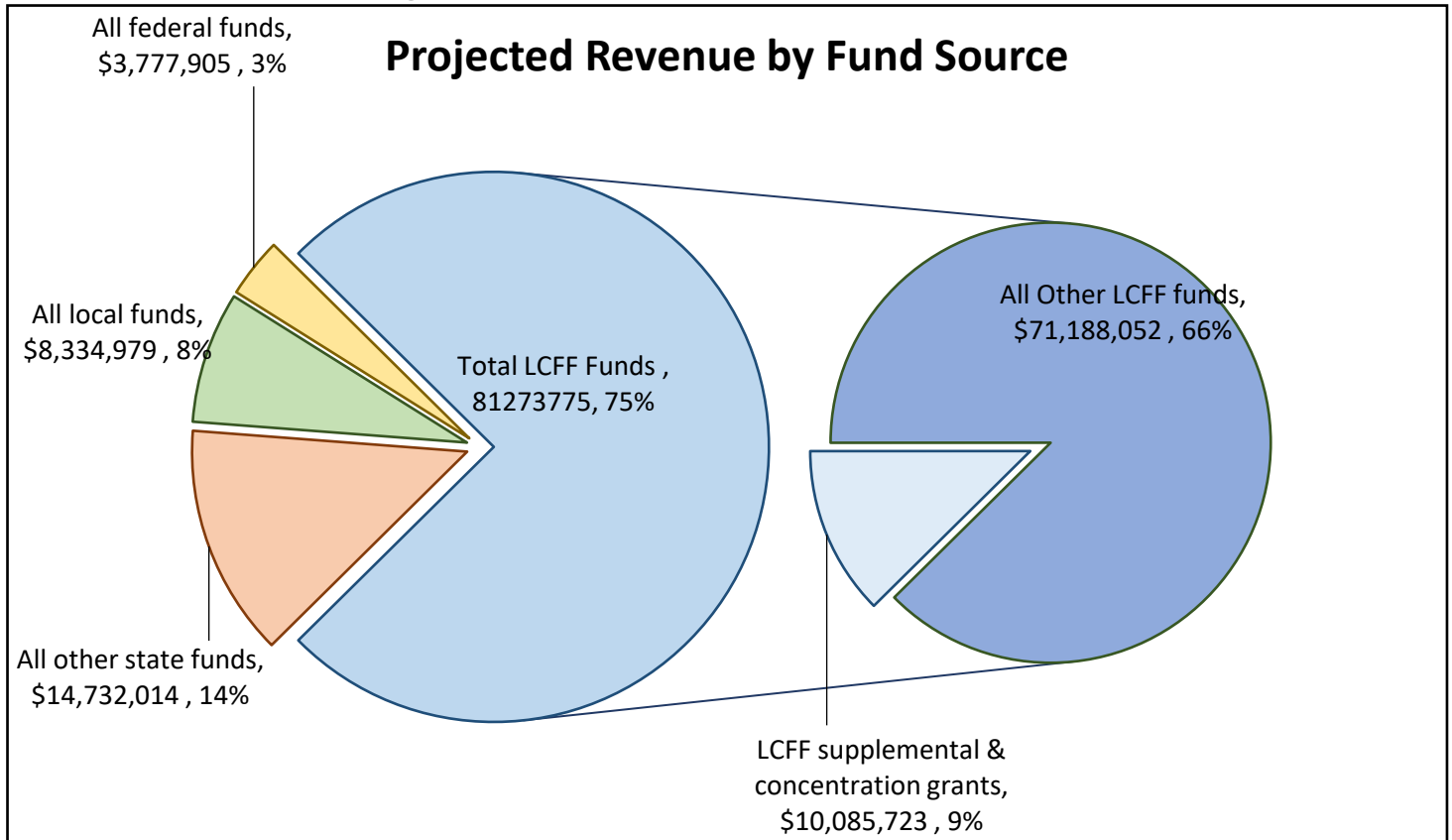
School Year: 2024-25

LEA contact information: Alice Lee, Assistant Superintendent, Educational Services alee@ovsd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

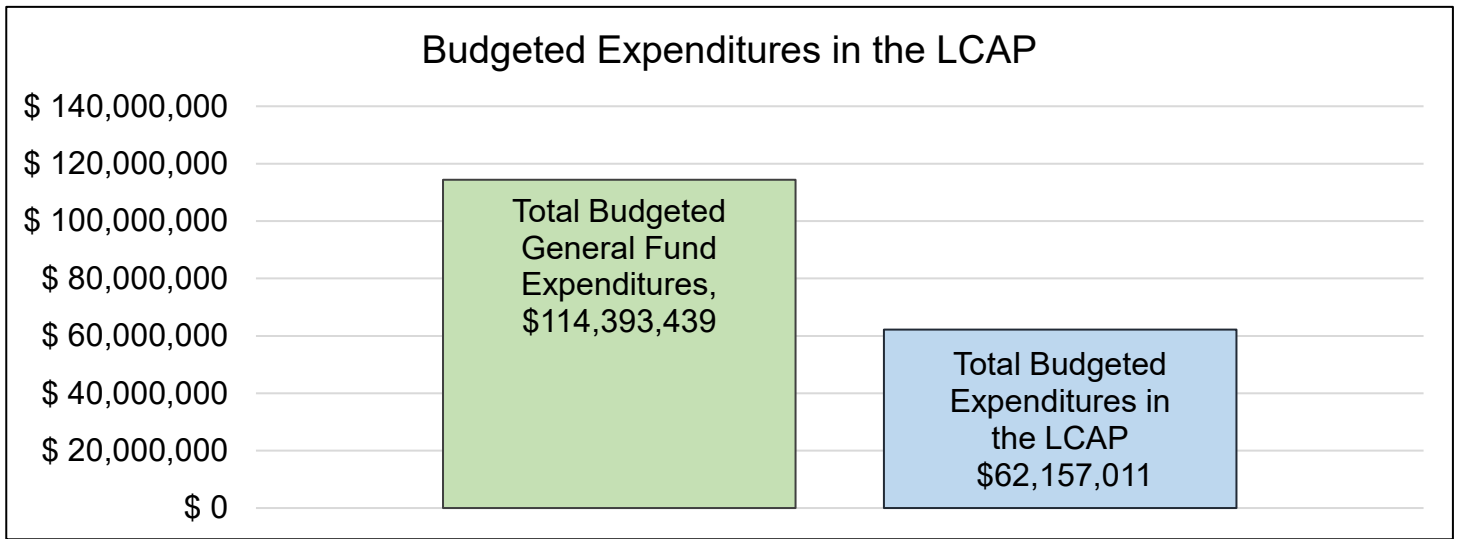


This chart shows the total general purpose revenue Ocean View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ocean View School District is \$108,118,673.39, of which \$81,273,775.00 is Local Control Funding Formula (LCFF), \$14,732,014.00 is other state funds, \$8,334,979.38 is local funds, and \$3,777,905.01 is federal funds. Of the \$81,273,775.00 in LCFF Funds, \$10,085,723.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ocean View School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ocean View School District plans to spend \$114,393,438.84 for the 2024-25 school year. Of that amount, \$62,157,011.00 is tied to actions/services in the LCAP and \$52,236,427.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

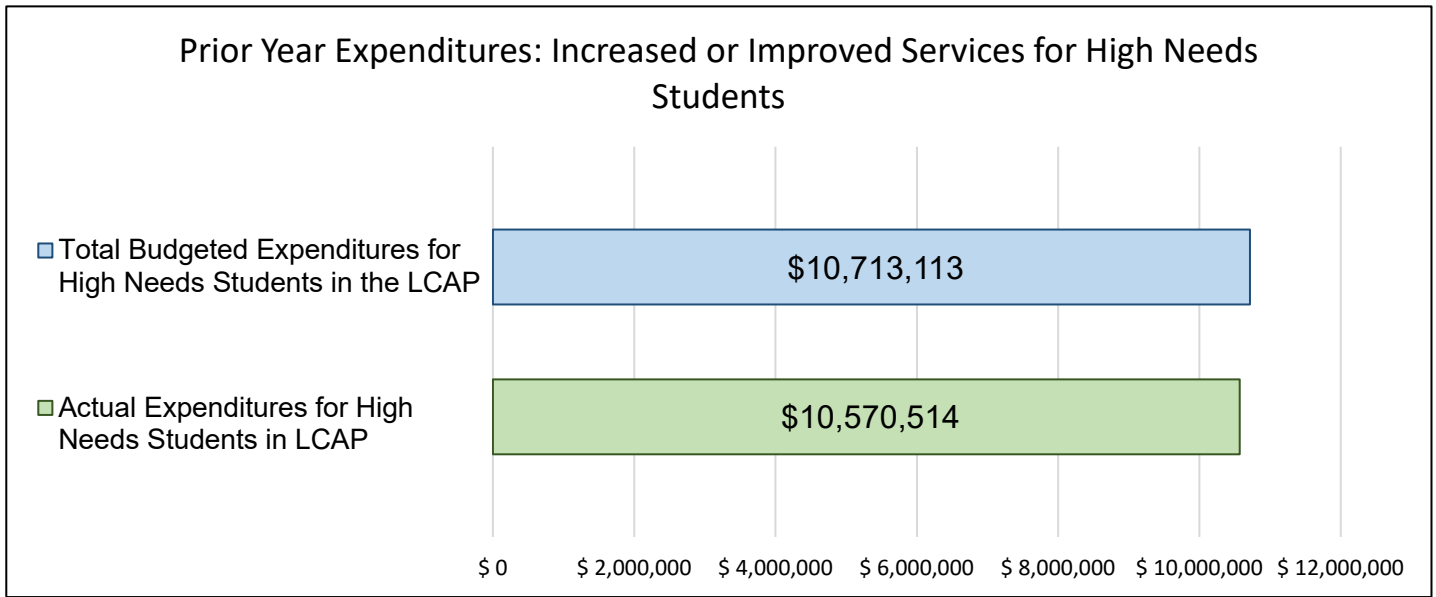
Operational expenses that do not directly target student achievement and outcomes, such as transportation, utilities, and maintenance/operations are excluded. In addition, other programs such as Special Education, COVID funding, Federal and State categorical programs, and Child Care are not included in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Ocean View School District is projecting it will receive \$10,085,723.00 based on the enrollment of foster youth, English learner, and low-income students. Ocean View School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ocean View School District plans to spend \$10,797,241.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Ocean View School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ocean View School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Ocean View School District's LCAP budgeted \$10,713,113.00 for planned actions to increase or improve services for high needs students. Ocean View School District actually spent \$10,570,514.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$142,599.00 had the following impact on Ocean View School District's ability to increase or improve services for high needs students:

In 2023-24, the total actual expenditures for high needs students were less than budgeted due to the use of one-time categorical funding and restricted resources. Despite this shift, all planned services were delivered, ensuring the total increase or improvement in services was achieved as intended. This strategic reallocation maintained the quality and scope of services for high needs students.



## 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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean View School District	Alice Lee, Ed.D. Assistant Superintendent, Educational Services	Alee@ovsd.org; 714-847-2551 x1831

# 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  
November 2023



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean View School District	Alice Lee, Ed.D. Assistant Superintendent, Educational Services	Alee@ovsd.org; 714-847-2551 x1831

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Ocean View School District (OVSD) serves approximately 6,875 students and families from the communities of Huntington Beach, Fountain Valley, Westminster, and Midway City. Located within these boundaries are ten elementary and currently, four middle school campuses with approximately 960 employees supporting students. Through a strong governance team, there is an unwavering commitment to student achievement, innovative programs, open and transparent communication, engaging all stakeholders in the decisions of the district, and providing consistent leadership and credibility to one of the oldest school districts in Orange County. The OVSD Board of Trustees is committed to providing all students a rigorous and high-quality educational experience, as evidenced by the intentional alignment of the OVSD Blueprint, the Local Control and Accountability Plan (LCAP), and each individual school's Single Plan for Student Achievement (SPSA). Trustees believe offering educational program options to the Ocean View community is essential to meet the diverse needs and interests of students and families. The Spanish Dual Language Immersion program at Harbour View is in its 4th year of implementation, joined by the Environmental Science Program at Golden View, Visual and Performing Arts (VAPA) Academy at Westmont, the Science Technology Engineering Arts and Math (STEAM) programs at Lake View Elementary, and the STEAM program at Vista View Middle School. In addition, there are expanded performing arts offerings for middle school students, a comprehensive writing continuum, and an intentional focus on students demonstrating their academic proficiency through a variety of performance-based assessments. OVSD values and appreciates the rich diversity of its students, families, and communities. Through increased communication and engagement activities, Ocean View celebrates employees and parents as partners in the design, delivery, and evaluation of school and District programs and

services. In Ocean View, teachers, classified support staff, parents, leadership, and the Board of Trustees value the contributions each educational partner brings to continuous improvement efforts and commitment to student success.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In the 2023-24 school year, the Ocean View School District prioritized fostering connections and relationships, emphasizing the Multi-tiered System of Support (MTSS) with the addition of Universal Design for Learning (UDL) to enhance student achievement. According to the California School Dashboard, the All Students group performance was Green (above standard) in Language Arts and mathematics. However, the English Language Proficiency Indicator (ELPI), Chronic Absenteeism, and Suspension Student Group data indicated a need for continued growth and improvement for all significant subgroups.

The diagnostic i-Ready assessments, a local measure conducted three times yearly for first through eighth-grade students, and twice a year for kindergarten students, focuses on reading and math skills. Teachers utilized these assessments to tailor instruction, providing scaffolding and support through differentiated small-group teaching. Remediation and extension efforts were also targeted based on assessment results, with personalized practice available through online i-Ready programs. Initial i-Ready assessments in September highlighted academic needs across all grade levels and demographics, with approximately one-third of students on track for grade-level achievement in reading and one-quarter in mathematics. By June 2024, 62% of all students achieved Core (met or exceeded) in English language arts 59% of all students achieved Core (met or exceeded) in mathematics.

Additionally, efforts were directed towards enhancing school climate and student engagement, resulting in decreased rates of chronic absenteeism, yet increased growth in overall suspension data. Chronic absenteeism (prevalent post-pandemic), affected approximately one in five students, with higher rates observed among specific groups such as English Learners, Students With Disabilities, Low-Income, Foster Youth, and Homeless students. According to the California School Dashboard, chronic absenteeism was rated as Very High for the All Student groups in 2023. Although suspension rates remained relatively low in elementary schools and moderate in middle schools, there was a recognized need to further develop behavioral support systems of support, especially for Students with Disabilities and Foster Youth. Input from educational partners emphasized the importance of prioritizing students' social, emotional, and mental well-being, leading to ongoing refinement of Multi-Tiered Systems of Support (MTSS), implementation of Universal Design for Learning (UDL) and social-emotional activities aimed at strengthening school climate, reducing chronic absenteeism, suspensions, and fostering connections between students and staff.

ELA

District:

All students' Green Status (Maintained/above standard)

Low-income: Orange (Maintained/ below standard)

Students with Disabilities: Orange (Increased)

Foster Youth: Red (Decreased)

Homeless: Yellow (Increased)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Mesa View: Students with Disabilities (Red)

Spring View: Homeless (Red)

Village View: Students with Disabilities (Red)

## MATH

District:

All students Green Status (Increased)

English Learners: Orange (Maintained)

Low-income: Yellow (Increased)

Students with Disabilities: Orange (Increased)

Foster Youth: Orange (Decreased)

Homeless: Yellow(Increased)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Marine View: English learners (Red)

Spring View: Homeless (Red)

Village View: Students with Students with Disabilities (Red)

Vista View: Students with Disabilities (Red)

## ENGLISH LANGUAGE PROFICIENCY INDICATOR (ELPI)

District:

Orange Status (Declined - 51.9% making yearly progress)

The following sites have student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Spring View: All (Red)

Vista View: All (Red)

## CHRONIC ABSENTEEISM

District:

All Student Group: Yellow (Decreased )

English Learners: Yellow (Decreased)

Low-income: Yellow (Decreased )

Students with Disabilities: Yellow (Decreased)

Foster Youth: Orange (Decreased)

Homeless: Yellow (Decreased)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Circle View: Students with Disabilities (Red)

College View: Hispanic (Red)

Hope View: English learners (Red) (ATSI)

Mesa View: English learners and Homeless (Red)

Village View: Students with Disabilities (Red)

## SUSPENSION

District:

All Student Group: Orange (Increased)

English Learners: Orange (Increased)

Low-income: Orange (Increased)

Students with Disabilities: Orange (Maintained)

Foster Youth: Red (Increased)

Homeless: Orange (Increased)

African America: Red (Increased)

The following sites have student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Marine View: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic (Red)

Mesa View: English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic (Red)

To build upon the successes and continue to make achievement gains, Ocean View will (1) continue to measure and monitor achievement with the i-Ready Diagnostic assessments in reading and mathematics, (2) offer a Summer Education Academy in tandem with the Expanded Learning Opportunity Program (ELOP) to provide learning continuity and acceleration for eligible students, (3) provide teachers with both Summer Professional Advancement and ongoing professional development focused on small-group differentiated instruction, English Language Development, writing strategies to support standards-aligned instruction to strengthen literacy and achievement across the content areas, and (4) strengthen implementation of Universal Design for Learning (UDL) practices to support teachers with deepening their understanding of student results to plan addressing the needs of all students and targeted student groups which support student engagement and lead to decreased absences/suspensions.

Ocean View School District is identified for Technical Assistance and will continue to work with the County Office of Education partners to identify and support all schools meeting criteria for Additional Targeted Support and Assistance (ATSI) and accelerate improvement districtwide for Foster Youth to exit Differentiated Assistance Status (DAS).

Currently, Hope View School is identified as ATSI based on the English Learner subgroup that scored Red on the California Dashboard for Chronic Absenteeism; Districtwide, Foster Youth scored Red in ELA, and Red in Suspensions based on the 2023 CA School Dashboard. Actions to address these barriers are outlined in Hope View's 2023-24 School Plan for Student Achievement, and LCAP Actions 2.6 and 2.7.



# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Ocean View School District is identified for Technical Assistance and will continue to work with the County Office of Education partners to identify and support all schools and accelerate improvement districtwide for Foster Youth to exit Differentiated Assistance Status (DAS). Based on the 2023 CA School Dashboard, Districtwide Foster Youth scored Red in ELA, and Red in Suspensions.

Overall, California Dashboard and district suspension data, indicate an increase due to inconsistencies of schoolwide practices and misalignment of practices across the district. As a result, the district implemented the following actions: 1) Staff and principals met monthly to analyze data; 2) Discuss and implement alternative means to suspensions and determine the best interventions for students in need; 3) Increased counseling support at all school sites to assist with academic and behavioral challenges. These actions led to monthly meetings of School Climate Leads to share positive climate strategies at each site to promote consistency of practices and alignment across OVSD's school sites.

Additionally, to support increased attendance, principals met monthly with district staff to analyze monthly attendance data and discuss barriers to attendance, and strategies to support students in need by incentivizing and promoting positive attendance strategies

A community family meeting for Foster Youth families was held in October 2023, to gain insight into ways to reduce barriers to school and support behavior. Principals were then provided these insights to implement and help support Foster Youth families.

OVSD is implementing various evidence-based instructional strategies, offering professional development for staff, and continually evaluating student progress to enhance services and ensure academic success and well-being for all students (Action 2.3). Additionally, OVSD principals and district staff participate in workshops and training sessions provided by the Orange County Department of Education on improving attendance, discipline, and Restorative Practices.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Educational Partners	<p>The engagement process for the 2024/25-2026/27 LCAP began with a parent community survey to determine the level of support for the existing LCAP and recommended changes. Throughout February, March, and April, input sessions were held with various partners (Administrators, teachers, unions, parents, etc.) to solicit ideas and feedback. Simultaneously, to facilitate school-specific input from every site, Student Focus Groups were held with third through eighth grade representatives including discussions during School Site Council meetings. In April, the annual District survey was administered as a measure of satisfaction and continuous improvement and District Parent Community meetings were held on March 6 and March 25 which included representatives for students with special needs. Finally, the Board of Trustees was provided an update during a regularly scheduled meeting on March 26 with an overview of the educational partner engagement meetings and their input. Final edits were made and the LCAP was posted on the district website in preparation for the Public Hearing during the regular Board Meeting on June 11. Together, the LCAP update was influenced by more than 2,087 individuals.</p> <p>OVSD values and appreciates the rich diversity of its students, families, and communities. Through increased communication and engagement activities, Ocean View celebrates employees and parents as partners in the design, delivery, and evaluation of school and District programs and services. In Ocean View, teachers,</p>

Educational Partner(s)	Process for Engagement
	classified support staff, parents, leadership, and the Board of Trustees value the contributions each partner (individually and collectively) brings to continuous improvement efforts and commitment to student success.
West Orange County Consortium Special Ed (WOCCSE)	The 2024-25 LCAP draft was presented to the area SELPA Administrator on February 8, 2024, who reiterated the need for qualified special education staff recruitment.
Ocean View Teachers Association (OVTA) which includes union leaders, teacher bargaining representatives, key teacher representatives from school sites, and special education representation.	The 2024-25 LCAP draft was presented to Ocean View Teachers Association for input on February 12. Feedback supported existing goals with minor adjustments to terminology such as strengthening and enhancing programs.
California School Employee Association (CSEA) , Chapter 375 including classified leaders, bargaining representatives, department and site representation.	The 2024-25 LCAP draft was presented to OVSD California School Employee Association, Chapter 375 for feedback on February 12. CSEA agreed with the proposed goals and actions.
Student Focus Groups	Student Focus Groups were held with third through eighth grade representatives during the period of February 12 through March 1. Students provided input regarding the learning process, engagement, mental health, school safety, and ideas for creating a welcoming and supportive school environment.
Board of Trustees	Mid-Year Report was presented to the Board of Trustees at a regularly scheduled meeting on February 27, 2024, and provided guidance and feedback on January 27, 2024, and March 26, 2024.
OVSD Foster Youth Families	The 2024-25 LCAP draft was presented to OVSD Foster Youth Families on February 29.
Optimist Club	The 2024-25 LCAP draft was presented to the Huntington Beach Optimist Club on March 4.
District English Learner Advisory Committee (DELAC)	The 2045-25 LCAP draft was presented to District English Learner Advisory Committee on March 5.
Parent Community Meetings	The 2024-25 LCAP draft was presented during an evening and day session to accommodate parent work schedules on March 6 and 25.

Educational Partner(s)	Process for Engagement
Leadership Team - Comprises approximately 54 classified and certificated District leaders: Superintendent, Assistant Superintendent, Fiscal Services, Deputy Superintendent, Human Resources, Assistant Superintendent Educational Services, Director, Student Services, Director/Coordinator, Teaching & Learning, Director/Coordinator Special Education, Executive Director Facilities, & Transportation, Director Food & Nutrition Services, Director, Information Technology, Director Purchasing, Coordinator Child Development programs, Director Classified Personnel, Administrative Assistants, 14 School Site Principals, 4 Assistant Principals, and School Psychologists etc.	The 2024-25 LCAP draft was presented to the District Leadership Team consisting of 40 classified and certificated Leaders on March 7.
PTA/O/PTSA/SO Presidents' Roundtable	The 2024-25 LCAP draft was presented to the PTA/O/PTSA/SO Presidents' Roundtable on March 11.
Huntington Beach Unified High School District, Education Services Department	The 2024-25 LCAP draft was presented to the Huntington Beach Unified High School District, Education Services Department on March 20.
Board of Trustees	The Board of Trustees were provided an update on the Educational Partner Engagement process and feedback regarding the draft 2024-25 LCAP on March 26, 2024.
School Site Council (SSC)	The 2024-25 LCAP draft was presented to the School Site Council/English Language Advisory Committee at all 14 school sites during the week of April 8 - 24.
Board of Trustees	The 2024-25 LCAP draft was presented to the Board of Trustees at a Public Hearing during the regular Board Meeting on June 11.
Board of Trustees	The 2024-25 LCAP draft will be recommended for approval at a regularly scheduled Board of Trustees meeting on June 25.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The core program outlined in the 2024/25 - 2026/27 LCAP was supported by students, parents/guardians, and staff. Of the more than 1,200 responses, there was strong agreement and support for all three goals and actions associated with them. 97% of parents supported Goal 1, 87% supported Goal 2, and 93% supported Goal 3. There were no significant changes to the core program recommended, yet additional actions were embedded in Goal 1, and actions were added in Goals 2 and 3 as follows:

Goal 1 - Action 1.1:

The Board of Trustees, parents, guardians, and staff recognize the importance of staff quality and maintaining a focus on attracting, hiring, and retaining quality staff through competitive compensation.

Goal 1 - Action 1.3 and 1.6:

A well-rounded education, family engagement, electives in middle school, arts education, and innovative programs continue to be highly important.

Goal 1 - Action 1.7:

There is a desire to address literacy through evidence-based teaching and professional development focused on reading, writing, and Universal Design for Learning (UDL).

Goal 2 - Actions 2.6-2.8, and Goal 3 - Action 3.6:

The Board of Trustees, parents, educational partners, and staff, recognize the need to sustain high standards for All Students and accelerate achievement, improve attendance, and decrease suspensions (3.6) for all students, including Long-Term English Learners (2.6), Foster Youth (2.7), and Homeless youth (2.8) as reflected in additional actions in Goals 2 and 3.

Goal 3 - Action 3.1

There was appreciation and a desire for continued efforts to improve school climate, campus safety (3.1), student behavior, and access to mental health. Therefore, two Licensed Clinical Social Workers (LCSW), additional interns, and a Lead School Psychologist have been secured.

Educational partner input influenced commonalities and the priorities for implementation listed above. LCAP funds for the 2024- 2025 school year may be redirected due to State funds and the Educator Effectiveness Block Grant.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	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.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>Developing well-rounded individuals includes a continued focus on high levels of achievement and engagement. Teachers, principals, and District administrators monitor and utilize assessment results (State and local) and performance indicators (curriculum-based tests, quizzes, observations, work samples, etc.) to inform personalized instruction that challenges students who have mastered the content and supports those who have yet to do so.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Indicator - Teachers: Appropriately Assigned  Source: Local Indicator	100% Appropriately Assigned Elementary: 2 interns, 2 short-term student permits Middle: 1 intern, 9 letters of consent			100% Appropriately Assigned	
1.2	Local Indicator - Instructional Materials: Student access to copies of Standards-aligned	100%			Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials at school and home  Source: Local Indicator					
1.3	Local Indicator - Facilities: Annual FIT Inspection  Source: Local Indicator	6 schools - Exemplary 7 schools - Good 1 school - Fair			14 Schools - Exemplary	
1.4	Local Indicator - Implementation of Academic Standards: Instruction and District adopted core materials implemented in all content areas  Source: Local Indicator	Full Implementation			Maintain	
1.5	Local Indicator - Access to Broad Course of Study  Source: Local Indicator	100% of students are enrolled in all adopted courses of study			Maintain	
1.6	CAASPP Assessments - English Language Arts for All Students: Standard Met and Exceeded  Source: 2024 CAASPP	Results TBD % Scoring Meets or Exceeds			72% scoring Meets or Exceeds	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	CAASPP Assessments - Mathematics for All Students: Standard Met and Exceeded  Source: 2024 CAASPP	Results TBD % scoring Meets or Exceeds			68% scoring Meets or Exceeds	
1.8	iReady Reading Language Arts (End of Year Diagnostic) for All Students: At or Above Grade Level  Source: iReady Local Assessment	All Students:62%			70% scoring At or Above Grade Level	
1.9	iReady Math (End of Year Diagnostic) for All Students: At or Above Grade Level  Source: iReady Local Assessment	All Students:59%			70% scoring At or Above Grade Level	
1.10	CA Dashboard - ELA  Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December 2024  All students Green Status (Maintained +2.0 points; +15.3 points above standard)			Green Status (Increase 3-15 points; +17 or more points above standard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	CA Dashboard - Math Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December 2024  All students Green Status (+5.7 points; -0.7 points below standard)			Green Status (Increase 3-15 points; +15.0 or more above standard)	
1.12	CA Dashboard - English Language Progress Indicator (ELPI) Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December 2024  Orange Status (-2.3%; 51.9% making yearly progress)			Green (Increase at least 3.1%; 55% or higher making yearly progress)	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attract, Hire, and Retain Highly Effective Staff	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 attracting, hiring, and retaining qualified certificated, classified, and administrative staff.	\$47,705,209.00	No
1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	Teachers and staff need access to Board-adopted core curriculum, local assessments, and high-quality professional development to provide targeted instruction based on individual needs. Student achievement and English language acquisition, especially for English learners, will increase through access to Standards-based materials across all content areas, including English language development (ELD) and utilization of effective instructional strategies driven by data analysis and student needs.	\$57,443.00	No
1.3	Comprehensive Middle School Program	Provide a comprehensive middle school program comprised of robust and engaging electives such as band, art, leadership, world languages, and robotics, along with extracurricular opportunities, including after-school sports.	\$917,680.00	No
1.4	Leadership Development	Build the leadership capacity of District and site leaders through professional development opportunities for administrators and teacher leaders.	\$50,000.00	No
1.5	Innovative Schools & Program	Continue to provide parent options through sustaining innovative schools and programs including Environmental Science, Marine Science, Science	\$1,122,193.00	No

Action #	Title	Description	Total Funds	Contributing
		Technology Engineering Arts Math (STEAM), Visual and Performing Arts (VAPA), and Dual Language Immersion (DLI).		
<b>1.6</b>	Well-Rounded Educational Experiences	Provide students a well-rounded educational experience by including visual and performing arts, music, and technology to enhance learning, increase engagement, and prepare students for college and career paths.	\$463,732.00	No
<b>1.7</b>	Gifted and Talented Education (GATE) Programs	Provide all students rigorous and developmentally appropriate educational experiences utilizing the Universal Design for Learning (UDL) framework while supporting and enhancing the GATE magnet and cluster programs.	\$127,775.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)            Priority 4: Pupil Achievement (Pupil Outcomes)            Priority 5: Pupil Engagement (Engagement)            Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>Intentionally targeting academic growth, student engagement, and improved attendance for all students, including English learners, foster youth, low-income students, and homeless students is essential. Analysis of current performance demonstrates a continued need to establish growth targets, ensure access to the core instructional program, implement and closely monitor interventions to accelerate learning for those who have yet mastered grade-level content, as well as enhance school engagement to improve student attendance and prevent chronic absenteeism to improve academic outcomes.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>iReady Reading: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group</p> <p>Source: iReady Local Assessment</p>	<p>All Student Group: 21%            English Learners: 19%            Low-income: 20%            Foster Youth: 7%            Homeless: 20%</p>			<p>All Student Group: 15%            English Learners: 18%            Low-income: 20%            Foster Youth: 25%            Homeless: 25%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	iReady Math: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group  Source: iReady Local Assessment	All Student Group: 29% English Learners: 21% Low-income: 27% Foster Youth: 10% Homeless: 24%			All Student Group: 20% English Learners: 30% Low-income: 33% Foster Youth: 33% Homeless: 30%	
2.3	iReady Reading: % at At or Above All Student Group and Subgroups  Source: iReady Local Assessment	All Students: 62% English Learners: 27% Low Income: 50% Students with Disabilities: 26% Foster Youth: 26% Homeless: 43 %			70% Scoring at At or Above  All Students: 64% English Learners: 30% Low Income: 55% Students with Disabilities: 28% Foster Youth: 40% Homeless: 45%	
2.4	iReady Math: % at At or Above All Student Group and Subgroups  Source: iReady Local Assessment	All Students: 59% English Learners: 28% Low Income: 47% Students with Disabilities: 26% Foster Youth: 19% Homeless: 39%			70% Scoring at At or Above  All Students: 64% English Learners: 32% Low Income: 53% Students with Disabilities: 28% Foster Youth: 37% Homeless: 45%	
2.5	CAASPP Assessments - English Language Arts	Results TBD			Scoring Meets or Exceeds	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for Student Groups: Standard Met and Exceeded  Source: 2024 CAASPP	Scoring Meets or Exceeds English Learners: % Low Income: % Students with Disabilities: % Long-Term English Learners: %			English Learners: 28% Low Income: 55% Students with Disabilities: 30% Homeless: 42% Long-Term English Learners: 15%	
2.6	CAASPP Assessments - Mathematics for Student Groups: Standard Met and Exceeded  Source: 2024 CAASPP	Results TBD Scoring Meets or Exceeds English Learners: % Low Income: % Students with Disabilities: % Long-Term English Learners: %			Scoring Meets or Exceeds English Learners: 28% Low Income 45% Students with Disabilities: 30% Homeless: 35% Long-Term English Learners: 15%	
2.7	CA Dashboard - ELA District-wide  Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December, 2024  2023 CA School Dashboard: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard)			All Student Group: Green (Increase 3-15; +17 or more above standard) English Learners: Yellow (Increase 3-15; -30 or less below standard) Low-income: Yellow (Increase 3-15; -10 or less below standard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low-income: Orange (Maintained 1.7 points; -16.8 points below standard)</p> <p>Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard)</p> <p>Foster Youth: Red (Decreased 23.4 points; -75.7 points below standard)</p> <p>Homeless: Yellow (Increased 17.9 points; -29.4 points below standard)</p>			<p>Students with Disabilities: Yellow (increase 3-15; -70.0 or less below standard)</p> <p>Foster Youth: Yellow (Increase 3-15; -49.2 or less below standard)</p> <p>Homeless: Yellow (Increase 3-15; -25 or less below standard)</p>	
2.8	<p>CA Dashboard - ELA School and Student Group</p> <p>Source: 2023 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard:</p> <p>SPRING VIEW: Homeless: Red (Decreased 23.1 points; -73.6 points below standard) (Decreased 13.2 points; -100.0 points below standard)</p>			<p>MESA VIEW Orange (Increase 3-15; -50.0 or less below standard)</p> <p>SPRING VIEW Homeless: Orange (Increase 3-15; -50.0 or less below standard)</p> <p>Orange (Increase 3-15; -70.0 or less below standard)</p>	
2.9	CA Dashboard - Math District	2024 CA School Dashboard results			All Student Group: Green/Blue	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard	<p>available December, 2024</p> <p>2023 CA School Dashboard: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; -34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)</p>			<p>(Increase 3-15; +15.0 or more above standard) English Learners: Yellow (Increase 3-15; -30.0 or less below standard) Low-income: Green (Increase 3-15; -25.0 or less below standard) Students with Disabilities: Yellow (Increase 3-15; 80.0 or less below standard) Foster Youth: Yellow (Increase 3-15; -80.0 or less below standard) Homeless: Green (Increase 3-15; -25.0 or less below standard)</p>	
2.10	CA Dashboard - Math School and Student Group  Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December, 2024			<p>MARINE VIEW English Learners: Orange (Increase 3-15; -85.0 or less below standard) SPRING VIEW</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2023 CA School Dashboard: MARINE VIEW: English Learners: Red (Decreased 9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (Decreased 9.3 points; -112.6 points below standard)</p> <p>VISTA VIEW below standard)</p>			<p>Homeless: Orange (Increase 3-15; -85.0 or less below standard) Orange (Increase 3-15; -75.0 or less below standard) VISTA VIEW Orange (Increase 3-15; -110.0% or less below standard)</p>	
2.11	<p>CA Dashboard - Chronic Absenteeism District</p> <p>Source: 2023 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard: All Student Group: Yellow (Decreased 6.2%; 14.4% chronically absent) English Learners: Yellow (Decreased 4.4%; 19.8% chronically absent) Low-income: Yellow (Decreased 6.7%; 19.7% chronically absent) Students with Disabilities: Yellow</p>			<p>All Student Group: Green (Decrease 5.0%; 10.0% chronically absent) English Learners: Green (Decrease 5.1%; 10.0% chronically absent) Low-income: Green (Decrease 3.7%; 10.0% chronically absent) Students with Disabilities: Green (Decrease 3.0%; 29.2% chronically absent) Foster Youth: Yellow (Decrease</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Decreased 7.5%; 24.6% chronically absent) Foster Youth: Orange (Decreased 6.8%; 50% chronically absent) Homeless: Yellow (Decreased 11.9%; 23.4% chronically absent)			7.0; 30.0% chronically absent) Homeless: Yellow Decrease 4.0%; 10.0% chronically absent)	
2.12	CA Dashboard - Chronic Absenteeism Rate School and Student Group  Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December, 2024  2023 CA School Dashboard: CIRCLE VIEW COLLEGE VIEW Hispanic: Red (Increased 0.5%; 21.4% chronically absent) HOPE VIEW English Learners: Red (Increased 3.9%; 25.0% chronically absent) MESA VIEW English Learners: Red (Maintained 0.3%; 26.9% chronically absent) Homeless: Red (Increased 10.2%; 36.8% chronically absent) VILLAGE VIEW			Orange (Decrease 15.0%; 15.0% chronically absent) COLLEGE VIEW Hispanic: Orange (Decrease 6.4%; 15.0% chronically absent) HOPE VIEW English Learners: Orange (Decrease 7.0%; 18.0% chronically absent) MESA VIEW English Learners: Orange (Decrease 9.0%; 18.0% chronically absent) Homeless: Orange (Decrease 17.0%; 25.0% chronically absent) Orange (Decrease 12%; 20.0% chronically absent)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	CA Dashboard - Suspension District  Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December, 2024  2023 CA School Dashboard: All Student Group: Orange (Increased 0.4% or more; 2% or less) English Learners: Orange (Increased 1.3% or more; 3.8% or less) Low-income: Orange (Increased 0.7% or more; 2.9% or less) Students with Disabilities: Orange (Maintained -0.2%; 3.4% or less) Foster Youth: Red (Increased 5.9% or more; 10.3% or less) African American Youth (Increased 2.7% or more, 7.2% or less) Homeless: Orange (Increased 0.5% or more; 2.9% or less)			All Student Group: Green (Decline 0.5%-3.0%; 1.5% or less) English Learners: Green (Decline 0.5%-3.0%; 2.2% or less) Low-income: Green (Decline 0.5%-3.0%; 1.7% or less) Students with Disabilities: Green (Decline 0.5%-3.0%; 3.0% or less) Foster Youth: Yellow (Decline 0.5%-3.0%; 3.8% or less) African American Youth (Decline 0.5%-3.0%; 3.8% or less) Homeless: Green (Decline 0.5%-3.0%; 1.9% or less)	
2.14	CA Dashboard - Suspension School and Student Group	2024 CA School Dashboard results			MARINE VIEW English Learners: Orange (Decline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard	<p>available December, 2024</p> <p>2023 CA School Dashboard: MARINE VIEW English Learners: Red (Increased 13.7% or more; 16.9% or less) Low Income: Red (Increased 7.4% or more; 10.1% or less) Hispanic: Red (Increased 6.0% or more; 9% or less) MESA VIEW English Learners: Red (Increased 19.3% or more; 26.9% or less) Low Income: Red (Increased 5.1% or more; 9.8% or less) Hispanic: Red (Increased 6.6% or more; 10.4% or less)</p>			<p>0.5%-3.0%; 5.0% or less) Low Income: Orange (Decline 0.5%-3.0%; 9.0% or less) Yellow (Decline 0.5%-3.0%; 3.0% or less) Hispanic: Yellow (Decline 0.5%-3.0%; 3.0% or less) MESA VIEW English Learners: Orange (Decline 0.5%-3.0%; 18.0% or less) Low Income: Green (Decline 0.5%-3.0%; 8.0% or less) Yellow (Decline 0.5%-3.0%; 12.0% or less) Hispanic: Green (Decline 0.5%-3.0%; 3.0% or less)</p>	
2.15	English Language Proficiency Indicator (ELPI). Percentage of English learner pupils who make progress toward English Proficiency - District	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard:</p>			Green (57% or higher making progress towards English language proficiency)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard	Orange (51.9% making progress towards English language proficiency)				
2.16	English Language Proficiency Indicator (ELPI). Percentage of English learner pupils who make progress toward English Proficiency - School  Source: 2023 CA School Dashboard	2024 CA School Dashboard results available December, 2024  2023 CA School Dashboard: SPRING VIEW: Red (39% making progress towards English language proficiency) VISTA VIEW: Red (44.8% making progress towards English language proficiency)			SPRING VIEW: Green (54.0% or higher making progress towards English language proficiency) VISTA VIEW: Green (54.0% or higher making progress towards English language proficiency)	
2.17	English Language Proficiency Assessments for California (ELPAC): Percent Level 4 (Well Developed) on English Language Proficiency for Summative Assessment  Source: 2024 English Language Proficiency Assessments for California	14%			Increase 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Reclassification rate from English Learner to Fluent English Proficient (RFEP)  Source: Local Measure	11%			Increase 6%	
2.19	Translation/ Interpretation: Continue to provide communication and notification in multiple languages for parents/guardians of unduplicated students  Source: Local Measure	As of May 11, 2024 415 hours translations 806 hours interpretations			Maintain	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Extended School Day	<p>Continue to provide students with additional daily instructional minutes above the required minutes by law to support and advance student learning, particularly English learners, Foster Youth, Low Income, Homeless, and other high needs students populations.</p> <p>As measured by: 2023 CA School Dashboard - ELA/Math; M2.7, M2.8, M2.9, M2.10, and iReady overall and subgroups - ELA/Math: M2.3 and M2.4 (TBD June 2024)</p> <p>Note: Research substantiates the benefit of increased instructional minutes to improve academic outcomes. (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)</p>	\$2,400,000.00	Yes
2.2	Early Intervention, Prevention & English Language Acquisition Programs	<p>Continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for Transitional Kindergarten (TK) through third grade. Additionally, continue to hire and assign instructional assistants for TK and Kindergarten classes to support a strong foundation for school readiness skills.</p> <p>As measured by: 2023 CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and subgroups - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4 (TBD June 2024)</p> <p>Note: Starting students off on the right foot in Transitional Kindergarten (TK) through third grade builds a strong foundation for school readiness</p>	\$3,500,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>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, low-income, Foster Youth, and other student groups in Transitional Kindergarten provides a strong advantage over students 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).</p>		
<b>2.3</b>	Multi-tiered System of Support (MTSS): Academic Supports	<p>To address the literacy gaps, ensure consistent practices across the district, and improve learning outcomes for all students, the district will refine the Multi-Tiered System of Support (MTSS) academic supports, provide professional development, and provide release time for teachers to analyze data, plan evidence-based strategies, differentiated instruction and intervention to improve achievement outcomes for English learners, Foster Youth, Low Income, Students with Disabilities, and Homeless students.</p> <p>As measured by: 2023 CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and subgroups - ELA/Math: M2.1, M2.2, M2.3, and M2.4 (TBD June 2024)</p> <p>Note: Multiple studies find that school-wide initiatives that 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.</p>	\$3,800,000.00	Yes
<b>2.4</b>	Multi-tiered System of Support (MTSS): Social-Emotional Supports	<p>Continue to develop and refine a Multi-Tiered System of Support (MTSS) social-emotional support, including District mental health providers and contracted interns.</p> <p>As measured by:</p>	\$508,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2023 CA School Dashboard - Chronic Absenteeism: M2.11, M2.12</p> <p>Note: Research indicates positive school relationships correlate with student motivation, engagement, and academic outcomes (Why Relationships Matter, R. Loe, 2015). Services from Mental Health staff target the specific needs of students and include determining barriers to school attendance and engagement, connecting students and families to school and community resources for support that prevents chronic absenteeism and improves academic outcomes. Specific attention will be given to English learners, Foster Youth, Low Income, and Homeless students.</p>		
<b>2.5</b>	Parent Education & Regular School-to-Home Communication	<p>Provide parent education and regular school-to-home communication regarding academic programs and progress, and intentionally solicit parent participation targeting English Learners, Foster Youth, Low Income, Homeless, and Students with Disabilities, including oral interpretation and written translation, to support student success.</p> <p>As measured by: 2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13, M2.14</p> <p>"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)</p>	\$525,587.00	Yes
<b>2.6</b>	English Learners/Long-Term English Learners	Accelerated achievement for English learners/Long-Term English learners will be achieved through the implementation of evidence-based strategies, personalized language support, and differentiated instruction tailored to individual needs. The District will continue to intentionally monitor the	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>progress of Long-Term English learners to ensure they meet proficiency standards and reclassification.</p> <p>As measured by:  CAASPP Assessments - English Language Arts for Student Groups:  Standard Met and Exceeded: M2.5  CA School Dashboard - English Learner Progress Indicator District/School, and English Language Proficiency Assessments for California (ELPAC):  M2.15, M2.16, 2.17  Local Measure - Reclassification rate from English Learner to Fluent English Proficient (RFEP): 2.18</p> <p>Note: Research indicates that a comprehensive approach that combines assessment, targeted instruction, cultural responsiveness, collaboration, and professional development is essential for monitoring and accelerating achievement for Long-Term English Learners. By implementing evidence-based strategies and fostering a supportive learning environment, educators can help LTELs thrive academically and socially.</p>		
2.7	Foster Youth	<p>By addressing Foster Youth’s academic, social, and emotional needs and providing them with the necessary academic supports and resources, Foster Youth students’ achievement, attendance, and behavior will improve. The District will continually monitor progress to ensure growth and success.</p> <p>As measured by:  2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13</p> <p>Note: Overall, research suggests that there is a positive correlation between accelerated achievement and improved attendance and behavior for Foster Youth. By addressing the academic, social, and emotional needs of foster youth and providing them with the necessary support and resources, schools can help Foster Youth thrive academically and create a more positive school experience.</p>	\$16,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Low Income/Homeless	<p>Address Low Income, who include homeless, students' academic, social, and emotional needs by providing them with the necessary support and resources to improve achievement, attendance, and behavior. The District will continually monitor progress to ensure growth and success.</p> <p>As measured by: 2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13</p> <p>Note: Regular monitoring of homeless students' academic progress is crucial for identifying areas of need and providing timely interventions. Tracking attendance, behavior, and academic performance allows educators to tailor support to the specific needs of homeless youth. By addressing the unique challenges faced by homeless students and providing comprehensive support, educators can help foster a positive school experience and promote academic success. (Institute for Children, Poverty, and Homelessness (ICPH); "Education for Children and Youth Experiencing Homelessness: Implications for Policy and Practice")</p>	\$11,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	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.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Students' social-emotional well-being is contingent upon feelings of safety, acceptance, and connection and these positive school feelings results in positive student attendance and a decrease in chronic absenteeism. Engagement of students, staff, parents, and community partners will assure multiple perspectives guide and drive decision-making in doing what is best for students. Specific to shared leadership with all employee groups will be the focus on reinforcing PAL (Partnership with Administration and labor). In order to continue and expand opportunities for development and collaboration, PAL principles will guide staff in the quest to provide high-quality education and customer service to OVSD students and their families.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey: Participation  Source: 2023-24 OVSD Parent Survey	1,419 Responses			2,000 Responses	
3.2	Annual Parent Survey Response - Strongly Agree/Agree: "My input is listened to"	85%			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source:2023-24 OVSD Parent Survey					
3.3	Annual Parent Survey Response - Strongly Agree/Agree: "I am welcomed at my child's school"  Source: 2023-24 OVSD Parent Survey	95%			95%	
3.4	Middle School Parent Engagement  Source: Aeries	AERIES Parent Portal Access (Grades 6-8) 99.8% parents have portal accounts 98.1% signed up for weekly updates 94.1% signed up for daily updates			Portal accounts: Maintain 100% Weekly updates: Increase to 100% Daily updates: Maintain above 95%	
3.5	Attendance Rate  Source: Local Indicator Aeries	September 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% English Learner: 97% Foster Youth: 96% Low Income: 96% Homeless: 96%	
3.6	Chronic Absenteeism Rate  Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 Overall: 11.98% English Learner: 15.96% Foster Youth: 20.0%			Overall: 5% English Learner: 5% Foster Youth: 10% Low Income: 6% Homeless: 6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 15.85% Homeless: 19.78%				
3.7	Middle School Dropout Rate  Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 0%			0%	
3.8	Suspension Rate  Source: Local Indicator Aeries/CA Dashboard	September 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: Less than 1.0% Low Income: Less than 1.0% Homeless: Less than 1.0%	
3.9	Expulsion Rate  Source: Local Indicator Aeries	As of May 17, 2024 2 students			Maintain 0	
3.10	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always:	87.2%			92%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Do you feel the teachers and adults at your school care about you?  Source: Local Indicator 2023-24 OVSD Climate Survey					
3.11	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: Do you feel safe at your school?  Source: Local Indicator 2023-24 OVSD Climate Survey	86.2%			94%	
3.12	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?  Source: Local Indicator 2023-24 OVSD Climate Survey	78.5%			94%	
3.13	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: Do you feel safe at your school?	78.9%			94%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator 2023-24 OVSD Climate Survey					
3.14	OVSD Climate Survey 6th-8th - Always/Most of the time: Caring adults in school  Source: Local Indicator 2023-24 OVSD Climate Survey	70.7%			80%	
3.15	OVSD Climate Survey 6th-8th - Most of the Time/Always: School perceived as very safe or safe  Source: Local Indicator 2023-24 OVSD Climate Survey	67.3%			85%	
3.16	CA Dashboard - Chronic Absenteeism  Source: 2023 CA Dashboard	All Student Group Yellow (Declined 6.2% or more; 14.4% or less)			All Student Group: Green (Decrease 5.0% or more; 10.0% or less)	
3.17	CA Dashboard - Suspension  Source: 2023 CA Dashboard	All Student Group: Orange (Increased 0.4% or more; 2% or less )			All Student Group: Green (Decline 0.5%-3.0%; 1.5% or less)	

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safety Procedures	Continue to develop, improve protocols, and school environments to keep students and staff safe, including additional staff to assist with campus safety at middle schools.	\$473,085.00	No
3.2	Supportive School Climate	Ensure strong, healthy, and supportive school climates that improve student attendance, engagement, and academic achievement, and prevent bullying through the implementation of Positive Behavioral Intervention Systems (PBIS), Restorative Practices, Universal Design for Learning (UDL), Social Emotional Learning (SEL) lessons and activities, and anti-bullying lessons and activities to include appropriate use of social media.	\$35,431.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.3</b>	Home Connection & Community Knowledge	Strengthen school-home connection through regular communication regarding student academic achievement and community awareness of OVSD through District, site, teacher communication, social media, and media relations.	\$376,222.00	No
<b>3.4</b>	Partnership with Administration and Labor (PAL)	Continue to build and strengthen relationships through the implementation of Partnership with Administration and Labor (PAL) practices, principles, and activities.	\$10,000.00	No
<b>3.5</b>	Internal & External Partnerships	Proactively reach out to maintain and strengthen internal and external partnerships.	\$5,000.00	No
<b>3.6</b>	Decrease Suspension Rates	To reduce suspension rates, OVSD will continue to proactively support and mitigate negative student behaviors by monitoring suspension rates, and implementing other means of correction including alternatives to suspensions and interventions to targeted student groups.	\$16,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,085,723	\$443,895

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.499%	0.000%	\$0.00	14.499%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p><b>Action:</b> Extended School Day</p> <p><b>Need:</b> The overall performance as indicated by the June 2024 iReady diagnostic data indicates a significant gap in achievement between the subgroups compared with All Students in English Language Arts (ELA) and math:  All Student Group: ELA 62%; Math 59%</p>	<p>Research substantiates the benefit of teacher efficacy and increased instructional minutes to improve academic outcomes for students. Studies have found that longer instructional time positively correlates with higher academic achievement across disciplines and allows students to engage more deeply with the material, receive differentiated support, and better understand the content. OVSD will continue to provide students more daily instructional minutes than required by law to support and advance student learning,</p>	<p>As measured by: 2023 CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and subgroups - ELA/Math: M2.3 and M2.4 (TBD June 2024)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners: ELA 27%; Math 28%  Low-income: ELA 50%; Math 47%  Foster Youth: ELA 26%; Math 19%  Homeless: ELA 43%; Math 39%</p> <p>2023 CA School Dashboard - ELA:  All Student Group: Green (Maintained 2 points; +15.3 points above standard)  English Learners: Orange (- 9.6 points; - 45.4 points below standard)  Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard)  Foster Youth: Red (-23.4 points; -75.7 points below standard)  Homeless: Yellow (+17.9 points; -29.4 points below standard)</p> <p>2023 CA School Dashboard - ELA:  MESA VIEW  SPRING VIEW:  Homeless: Red (Decreased 23.1 points; -73.6 points below standard)</p> <p>2023 CA School Dashboard - Math  All Student Group: Green (+5.7 points; -0.7 points below standard)  English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)  Low-income: Yellow (+9.7 points; -34.67 points below standard)  Foster Youth: Orange (-31.1 points; -91.3 points below standard)</p>	<p>particularly English learners, Foster Youth, Low Income, and Homeless students.</p>	<p>OVSD teachers, administrators, and staff will monitor the progress of all students, including English learners, Low-Income, Foster Youth, and Homeless in increasing ELA and Math achievement using the i-Ready diagnostics.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Homeless: Yellow (+25.1 points; -45.0 points below standard)</p> <p>2023 CA School Dashboard - Math: MARINE VIEW: English Learners: Red (-9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (-9.3 points; -112.6 points below standard)</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.2</b></p>	<p><b>Action:</b> Early Intervention, Prevention &amp; English Language Acquisition Programs</p> <p><b>Need:</b> The overall performance on the June 2024 iReady diagnostic indicates a significant gap in achievement between our Kindergarten through 3rd-grade subgroups compared with All Students in English Language Arts (ELA) and math:</p> <p>All Student Group: ELA 62%; Math 59% English Learners: ELA 27%; Math 28% Low-income: ELA 50%; Math 47% Foster Youth: ELA 26%; Math 19% Homeless: ELA 43%; Math 39%</p> <p>2023 CA School Dashboard - ELA:</p>	<p>Research has found participation by English learners, low-income, and other student groups in Transitional Kindergarten provides a strong advantage over students who did not in the development of English, literacy, and mathematics. OVSD will continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for Transitional Kindergarten (TK) through third grade and offer early entrance to TK students who turn four by September 1, in advance of the state cutoff date. Additionally, instructional assistant support for TK and Kindergarten will be provided to support a strong foundation for school readiness skills.</p>	<p>As measured by: 2023 CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and subgroups - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4 (TBD June 2024)</p> <p>OVSD teachers, administrators, and staff will monitor progress for K-3rd grade using iReady diagnostic data three times per year. Progress will be monitored for TK using classroom formative and summative assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Student Group: Green (Maintained 2 points; +15.3 points above standard)  English Learners: Orange (-9.6 points; - 45.4 points below standard)  Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard)</p> <p>Foster Youth: Red (-23.4 points; -75.7 points below standard)  Homeless: Yellow (+17.9 points; -29.4 points below standard)</p> <p>2023 CA School Dashboard - Math  All Student Group: Green (+5.7 points; -0.7 points below standard)  English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)  Low-income: Yellow (+9.7 points; -34.67 points below standard)  Foster Youth: Orange (-31.1 points; -91.3 points below standard)  Homeless: Yellow (+25.1 points; -45.0 points below standard)</p> <p>2023 CA School Dashboard - Math:</p> <p><b>Scope:</b>  Schoolwide</p>		
2.3	<b>Action:</b>	OVSD will provide teachers, administrators, and staff with ongoing professional development in	As measured by:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Multi-tiered System of Support (MTSS): Academic Supports</p> <p><b>Need:</b> The overall performance between the subgroups compared with All Students is significantly lower in English Language Arts (ELA) and math as measured by the June, 2024 iReady diagnostic data:</p> <p>All Student Group: 62%(ELA) and 59% (Math) English Learners: 27% (ELA) and 28% (Math) Low-income: 50% (ELA) and 47% (Math) Foster Youth: 26% (ELA) and 19% (Math) Homeless: 43% (ELA) and 39% (Math)</p> <p>2023 CA School Dashboard - ELA All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Foster Youth: Red (Decreased 23.4 points; - 75.7 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)</p> <p>2023 CA School Dashboard - ELA: MESA VIEW SPRING VIEW: Homeless: Red (Decreased 23.1 points; -73.6 points below standard)</p>	<p>English Language Arts/Literacy, English Language Development, Math, and Family Engagement, designed to address the literacy gaps, ensure consistent practices across the district, and improve learning outcomes for all students.</p>	<p>2023 CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and subgroups - ELA/Math: M2.1, M2.2, M2.3, and M2.4 (TBD June 2024)</p> <p>OVSD teachers, administrators, and staff will monitor the progress of all students, including English learners, Low-Income, Foster Youth, and Homeless to ensure growth in ELA and Math achievement using the iReady diagnostic and state assessments.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023 CA School Dashboard - Math:  All Student Group: Green (Increased 5.7 points; -0.7 points below standard)  English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)  Low-income: Yellow (Increased 9.7 points; -34.67 points below standard)  Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard)  Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)</p> <p>2023 CA School Dashboard - Math:  MARINE VIEW:  English Learners: Red (Decreased 9.5 points; -110.3 points below standard)  SPRING VIEW  Homeless: Red (Decreased 9.3 points; -112.6 points below standard)</p> <p><b>Scope:</b>  LEA-wide</p>		
2.4	<p><b>Action:</b>  Multi-tiered System of Support (MTSS):  Social-Emotional Supports</p> <p><b>Need:</b>  The overall attendance data on the California Dashboard indicates that absenteeism is declining, yet All Students and subgroups need continued improvement.</p>	<p>By allocating resources and providing counselors/interns, social workers, and psychologists to offer individual and group counseling sessions, mental health screenings, and crisis intervention services; and Integrating Social-Emotional Learning (SEL) activities into the academic curriculum to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; regular check-ins with students, PBIS and trauma-informed</p>	<p>As measured by:  2023 CA School Dashboard - Chronic Absenteeism: M2.11, M2.12</p> <p>OVSD teachers, administrators, and staff will continue to monitor the attendance and progress of All Students, including</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023 CA School Dashboard - Chronic Absenteeism:  All Student Group: Yellow (Decreased 6.2%; 14.4% chronically absent)  English Learners: Yellow (Decreased 4.4%; 19.8% chronically absent)  Low-income: Yellow (Decreased 6.7%; 19.7% chronically absent)  Foster Youth: Orange (Decreased 6.8%; 50% chronically absent)  Homeless: Yellow (Decreased 11.9%; 23.4% chronically absent)</p> <p>2023 CA School Dashboard - Chronic Absenteeism:  COLLEGE VIEW - Hispanic: Red (Increased 0.5%; 21.4% chronically absent)  HOPE VIEW - English Learners: Red (Increased 3.9%; 25.0% chronically absent)  MESA VIEW - English Learners: Red (Maintained 0.3%; 26.9% chronically absent), and Homeless: Red (Increased 10.2%; 36.8% chronically absent)</p> <p><b>Scope:</b>  LEA-wide</p>	<p>practices for staff to recognize and respond to student needs; and  Creating safe spaces and supportive environments within schools; and  Offer peer support programs to foster positive relationships; and  Collaboration with community partners, engaging families in school-based activities, and provide resources, workshops, and information nights on supporting children's emotional well-being at home.</p> <p>By implementing these strategies and to help mitigate the negative impact on student well-being, OVSD will better support students, improve chronic absenteeism, and achievement for all students, particularly English learners, Low-Income, Foster Youth, and Homeless.</p>	<p>English learners, Low-Income, Foster Youth, and Homeless to ensure engagement in school activities, access to resources, and growth in ELA and Math. (iReady diagnostic, CA Dashboard)</p>
<p><b>2.5</b></p>	<p><b>Action:</b>  Parent Education &amp; Regular School-to-Home Communication</p> <p><b>Need:</b>  Based on feedback from key educational partner groups (2022/23 parent surveys: ELAC and LCAP) OVSD strategically increased the</p>	<p>There is a significant gap in achievement, attendance, and suspensions that exists between the All Student group and English learner, Low-Income, Students with Disabilities, Foster Youth and Homeless subgroups. Based on feedback from district and site parent surveys, that indicate a need for parent education and support, the goal is to engage families and provide education,</p>	<p>As measured by:  2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13, M2.14</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>number of Bilingual Parent Liaisons to support parent community engagement and to increase student achievement. Currently, there are 7 English Learner Instructional Assistants, 6 Bilingual Instructional Assistants, and 8 Bilingual Parent Liaisons.</p> <p>The overall performance between the subgroups compared with All Students is significantly lower in English Language Arts (ELA) and math as measured by the CA Dashboard:</p> <p>2023 CA School Dashboard - ELA:  All Student Group: Green (Maintained 2 points; +15.3 points above standard)  English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard)  Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard)  Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard)  Foster Youth: Red (Decreased 23.4 points; - 75.7 points below standard)  Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)</p> <p>2023 CA School Dashboard - Math:  All Student Group: Green (Increased 5.7 points; -0.7 points below standard)  English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)  Low-income: Yellow (Increased 9.7 points; - 34.67 points below standard)  Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard)</p>	<p>support, regular school-to-home communication regarding academic programs and student progress, and solicit parent participation, targeting English learners, Foster Youth, Low Income, Students with Disabilities, and Homeless to narrow the gap. This includes monitoring attendance, holding SART attendance meetings, communicating PBIS with families, and providing oral interpretation and written translation, to support student success.</p>	<p>OVSD teachers, administrators, and staff will continue to monitor access to translations both written and oral, attendance rates, and the progress of all students, including English learners, Low-Income, Students with Disabilities, Foster Youth, and Homeless to ensure engagement in school activities, and growth in English Language Arts and Math.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard)</p> <p>Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)</p> <p>2023 CA School Dashboard - Chronic Absenteeism:</p> <p>All Student Group: Yellow (Decreased 6.2%; 14.4% chronically absent)</p> <p>English Learners: Yellow (Decreased 4.4%; 19.8% chronically absent)</p> <p>Low-income: Yellow (Decreased 6.7%; 19.7% chronically absent)</p> <p>Students with Disabilities: Yellow (Decreased 7.5%; 24.6% chronically absent)</p> <p>Foster Youth: Orange (Decreased 6.8%; 50% chronically absent)</p> <p>Homeless: Yellow (Decreased 11.9%; 23.4% chronically absent)</p> <p>2023 CA School Dashboard - Suspension:</p> <p>All Student Group: Orange (Increased 0.4% or more; 2% or less)</p> <p>English Learners: Orange (Increased 1.3% or more; 3.8% or less)</p> <p>Low-income: Orange (Increased 0.7% or more; 2.9% or less)</p> <p>Students with Disabilities: Orange (Maintained -0.2%; 3.4% or less)</p> <p>Foster Youth: Red (Increased 5.9% or more; 10.3% or less)</p> <p>Homeless: Orange (Increased 0.5% or more; 2.9% or less)</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.8</b></p>	<p><b>Action:</b> Low Income/Homeless</p> <p><b>Need:</b> Based on the 2022-2023 California Assessment of Student Performance and Progress (CAASPP), the percentage of Low Income 44.56% and Homeless 40.47% met or exceeded standards in English Languages Arts (ELA) and Low Income 38.31% and Homeless 33.77% met or exceeded standards in math, compared with the All Student group 58.17% met or exceeded standards in ELA and 51.40% met or exceeded standards in math.</p> <p>Based on the 2023 CA School Dashboard, the Low Income subgroup scored Orange in ELA (-16.8 points below standards) and Yellow in Math (-34.67 points below standards) and the Homeless subgroup scored Yellow in ELA (-29.4 points below standards) and Yellow in Math (-45.0 points below standards) which is lower than the All Students Group that scored Green for both ELA (+15.3 points above standards) and Math (-0.7 points below standards).</p> <p>The Low Income subgroup scored Yellow in Chronic Absenteeism (19.7% chronically absent) and Orange in suspensions (2.9%), and the Homeless subgroup scored Yellow in Chronic Absenteeism (23.4% chronically absent), and Orange in Suspensions (2.9%)</p>	<p>OVSD will improve academic achievement by implementing targeted interventions, differentiated instruction, and data analysis to address academic gaps and enhance learning outcomes for Low Income and Homeless as well as All Students.</p> <p>To reduce Chronic Absenteeism among Low Income and Homeless, OVSD will strengthen attendance monitoring systems, identify root causes for absenteeism, provide family and student support, and increase engagement efforts to ensure regular school attendance.</p> <p>To improve behavior and decrease suspensions among Low Income and Homeless, OVSD will strengthen PBIS and Restorative Practices, expand social-emotional learning opportunities, and offer behavioral supports and alternatives to suspension to foster positive behavior and reduce disciplinary incidents.</p>	<p>As measured by: 2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13</p> <p>OVSD teachers, administrators, and staff will continue to monitor progress in increasing achievement, improving attendance, and decreasing suspensions for Homeless as well as for All Students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>which is higher than the All Students Group that scored Yellow for Chronic Absenteeism (14.4% chronically absent), and Orange for Suspensions (2.0%).</p> <p>Additionally, the Homeless student group at Spring View scored Red in ELA (-73.6 points below standard) and Red in Math (-112.6 points below standard); and at Mesa View the Homeless student group scored Red for Chronic Absenteeism (36.8%).</p> <p>Educational partner feedback agreed with accelerating achievement, attendance, and behavior.</p> <p><b>Scope:</b> LEA-wide</p>		

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	<p><b>Action:</b> English Learners/Long-Term English Learners</p> <p><b>Need:</b> Based on the 2022-2023 California Assessment of Student Performance and</p>	<p>Improving outcomes for Long-Term English Learners (LTELs) who perform significantly below their English-only peers requires a multifaceted approach to improving language proficiency. OVSD will continue to provide 1) designated and integrated English Language Development</p>	<p>As measured by: CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded: M2.5</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Progress (CAASPP), the percentage of Long-Term English Learners 4.14% met or exceeded standards in English Languages Arts (ELA) and math, compared with the All Student group 58.17% met or exceeded standards in ELA and 51.40% met or exceeded standards in math.</p> <p>Based on the 2023 CA School Dashboard, English learners at Marine View scored Red in Math (-110.3 points below standard) compared to the District English learner subgroup who scored Orange (-55.8 points below standard). English learners at Hope View scored Red in Chronic Absenteeism (25%) and Mesa View scored Red in Chronic Absenteeism (26.9%) compared to District English learner subgroup who scored Orange (19.8%). English learners at Marine View scored Red in Suspension (16.9%) and Mesa View scored Red in Suspension (26.9%) compared to District English learner subgroup who scored Orange in Suspension (3.8%).</p> <p>Based on the 2023 CA School Dashboard, the English Proficiency Indicator (ELPI) is Orange (51.9% making progress towards English language proficiency) compared to Spring View who scored Red (39% making progress towards English language proficiency) and Vista View who scored Red (44.8% making progress towards English language proficiency).</p>	<p>instruction tailored to the specific needs of LTELs, focusing on vocabulary development, academic language, and language skills to increase comprehension; 2) teacher training and support on small group differentiated Instruction and strategies such as scaffolded instruction, designed to meet diverse learner needs and reclassification goals.</p>	<p>CA School Dashboard - English Learner Progress Indicator District/School, and English Language Proficiency Assessments for California (ELPAC): M2.15, M2.16, 2.17 Local Measure - Reclassification rate from English Learner to Fluent English Proficient (RFEP): 2.18</p> <p>OVSD teachers, administrators, and staff will continue to monitor progress in increasing the achievement of Long-Term English Learners, through formative assessment analysis to plan instruction, align strategies, and ensure student growth.</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback from the District English Learner Advisory Committee echoes the need to improve achievement outcomes for all English learners.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
2.7	<p><b>Action:</b> Foster Youth</p> <p><b>Need:</b> Based on the 2022-2023 California Assessment of Student Performance and Progress (CAASPP), the percentage of Foster Youth 25.0% met or exceeded standards in English Languages Arts (ELA) and 7.69% met or exceeded standards in math, compared with the All Student group 58.17% met or exceeded standards in ELA and 51.40% met or exceeded standards in math.</p> <p>Based on the 2023 CA School Dashboard, the Foster Youth scored Red in ELA (-75.7 points below standards), Orange in Math (-91.3 points below standards) which is lower than the All Students Group that scored Green for both ELA (+15.3 points above standards) and Math (-0.7 points below standards). Foster Youth scored Orange in Chronic Absenteeism (50% chronically absent), and Red in Suspensions (10.3%) which is higher than the All Students Group that scored Yellow for Chronic Absenteeism (14.4% chronically absent), and Orange for Suspensions (2%).</p>	<p>OVSD will improve academic achievement by implementing targeted interventions, differentiated instruction, and data analysis to address academic gaps and enhance learning outcomes for Foster Youth.</p> <p>To reduce Chronic Absenteeism among Foster Youth, OVSD will strengthen attendance monitoring systems, identify root causes for absenteeism, provide family and student support, and increase engagement efforts to ensure regular school attendance.</p> <p>To improve behavior and decrease suspensions among Foster Youth, OVSD will strengthen PBIS and Restorative Practices, expand social-emotional learning opportunities, and offer behavioral supports and alternatives to suspension to foster positive behavior and reduce disciplinary incidents.</p>	<p>As measured by: 2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13</p> <p>OVSD teachers, administrators, and staff will continue to monitor progress in increasing achievement, improving attendance, and decreasing suspensions of Foster Youth as well as for All Students.</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback agreed with accelerating achievement, attendance, and behavior.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Upon evaluating the academic and social-emotional requirements of unduplicated students in the Ocean View School District (OVSD), it became clear that a lower adult-to-student ratio is essential. Schools where the unduplicated student population exceeds 55% will receive priority for additional staff under actions 2.2 through 2.4.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:88	1:62
Staff-to-student ratio of certificated staff providing direct services to students	1:26	1:24

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$69,559,524	10,085,723	14.499%	0.000%	14.499%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$62,150,947.00	\$6,064.00	\$0.00	\$0.00	\$62,157,011.00	\$61,626,019.00	\$530,992.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attract, Hire, and Retain Highly Effective Staff	All	No			All Schools		\$47,705,209.00	\$0.00	\$47,705,209.00	\$0.00	\$0.00	\$0.00	\$47,705,209.00	
1	1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	All	No			All Schools	2024-2027	\$31,743.00	\$25,700.00	\$57,443.00	\$0.00	\$0.00	\$0.00	\$57,443.00	
1	1.3	Comprehensive Middle School Program	All	No			All Schools Specific Schools: Marine View, Mesa View, Spring View, and Vista View		\$842,954.00	\$74,726.00	\$917,680.00	\$0.00	\$0.00	\$0.00	\$917,680.00	
1	1.4	Leadership Development	All	No			All Schools		\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	
1	1.5	Innovative Schools & Program	All	No			Specific Schools: Golden View, Harbour View, Lake View, Village View, and Westmont		\$1,078,121.00	\$44,072.00	\$1,122,193.00	\$0.00	\$0.00	\$0.00	\$1,122,193.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Well-Rounded Educational Experiences	All	No			All Schools		\$441,102.00	\$22,630.00	\$463,732.00	\$0.00	\$0.00	\$0.00	\$463,732.00	
1	1.7	Gifted and Talented Education (GATE) Programs	All	No			All Schools		\$87,475.00	\$40,300.00	\$127,775.00	\$0.00	\$0.00	\$0.00	\$127,775.00	
2	2.1	Extended School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,400,000.00	\$0.00	\$2,400,000.00	\$0.00	\$0.00	\$0.00	\$2,400,000.00	NA
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Circle View, College View, Golden View, Harbour View, Hope View, Lake View, Oak View, Star View, Village View, and Westmont. TK through 3rd grade		\$3,500,000.00	\$0.00	\$3,500,000.00	\$0.00	\$0.00	\$0.00	\$3,500,000.00	NA
2	2.3	Multi-tiered System of Support (MTSS): Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,800,000.00	\$0.00	\$3,800,000.00	\$0.00	\$0.00	\$0.00	\$3,800,000.00	Not Applicable
2	2.4	Multi-tiered System of Support (MTSS): Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$508,654.00	\$0.00	\$508,654.00	\$0.00	\$0.00	\$0.00	\$508,654.00	Not Applicable
2	2.5	Parent Education & Regular School-to-Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$469,387.00	\$56,200.00	\$525,587.00	\$0.00	\$0.00	\$0.00	\$525,587.00	Not Applicable
2	2.6	English Learners/Long-Term English Learners	English Learners	Yes	Limited to Undupli	English Learners	All Schools Specific		\$30,000.00	\$5,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	Not Applicable

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
							Schools: Marine View English learner subgroup : Math Red (-110.3 points below standard) ; Hope View English learner subgroup : Chronic Absenteeism Red (25%); Mesa View English learner subgroup : Chronic Absenteeism Red (26.9%); Marine View English learner subgroup : Suspension Red (16.9%); Mesa View English learner subgroup : Suspension Red (26.9%).										
2	2.7	Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$6,500.00	\$10,000.00	\$16,500.00	\$0.00	\$0.00	\$0.00	\$16,500.00	Not Applicable	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Low Income/Homeless	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Spring View Homeless Subgroup : ELA Red (-73.6 points below standard) and Math Red (-112.6 points below standard) ; Mesa View Homeless subgroup : Chronic Absenteeism Red (36.8%) 6th-8th		\$6,500.00	\$5,000.00	\$11,500.00	\$0.00	\$0.00	\$0.00	\$11,500.00	Not Applicable
3	3.1	Safety Procedures	All	No			All Schools		\$465,085.00	\$8,000.00	\$473,085.00	\$0.00	\$0.00	\$0.00	\$473,085.00	
3	3.2	Supportive School Climate	All	No			All Schools		\$30,131.00	\$5,300.00	\$35,431.00	\$0.00	\$0.00	\$0.00	\$35,431.00	
3	3.3	Home Connection & Community Knowledge	All	No			All Schools		\$209,658.00	\$166,564.00	\$370,158.00	\$6,064.00	\$0.00	\$0.00	\$376,222.00	
3	3.4	Partnership with Administration and Labor (PAL)	All	No			All Schools		\$2,500.00	\$7,500.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
3	3.5	Internal & External Partnerships	All	No			All Schools		\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
3	3.6	Decrease Suspension Rates	All	No			All Schools		\$11,000.00	\$5,000.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$69,559,524	10,085,723	14.499%	0.000%	14.499%	\$10,797,241.00	0.000%	15.522 %	<b>Total:</b>	\$10,797,241.00
								<b>LEA-wide Total:</b>	\$7,245,741.00
								<b>Limited Total:</b>	\$51,500.00
								<b>Schoolwide Total:</b>	\$3,500,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Extended School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400,000.00	NA
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Circle View, College View, Golden View, Harbour View, Hope View, Lake View, Oak View, Star View, Village View, and Westmont. TK through 3rd grade	\$3,500,000.00	NA
2	2.3	Multi-tiered System of Support (MTSS): Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800,000.00	Not Applicable

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Multi-tiered System of Support (MTSS): Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$508,654.00	Not Applicable
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$525,587.00	Not Applicable
2	2.6	English Learners/Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Marine View English learner subgroup: Math Red (-110.3 points below standard); Hope View English learner subgroup: Chronic Absenteeism Red (25%); Mesa View English learner subgroup: Chronic Absenteeism Red (26.9%); Marine View English learner subgroup: Suspension Red (16.9%); Mesa View English learner subgroup: Suspension Red (26.9%).	\$35,000.00	Not Applicable
2	2.7	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$16,500.00	Not Applicable
2	2.8	Low Income/Homeless	Yes	LEA-wide	Low Income	Specific Schools: Spring View Homeless Subgroup: ELA Red (-73.6 points below standard) and Math Red (-112.6 points below standard); Mesa	\$11,500.00	Not Applicable

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						View Homeless subgroup: Chronic Absenteeism Red (36.8%) 6th-8th		



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$60,269,613.09	\$62,259,748.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit, Hire, & Retain Highly-Effective Staff	No	\$46,472,082.00	\$48,338,120.00
1	1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, & Professional Development	No	\$234,000.00	\$122,743.00
1	1.3	Comprehensive Middle School Program	No	\$803,802.59	\$888,331.22
1	1.4	Leadership Development	No	\$30,000.00	\$32,500.00
1	1.5	Innovative Schools & Programs	No	\$559,477.00	\$750,752.00
1	1.6	Well-Rounded Educational Experiences	No	\$549,080.00	\$682,559.00
1	1.7	Gifted and Talented Education (GATE) Programs	No	\$125,303.13	\$49,946.00
2	2.1	Extended School Day	Yes	\$2,650,000.00	\$2,750,000.00
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	\$2,890,000.00	\$3,000,000.00
2	2.3	Multi-tiered System of Support (MTSS): Academic Supports	Yes	\$4,173,000.00	\$3,800,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Multi-tiered System of Support (MTSS): Social-Emotional Supports	Yes	\$533,160.00	\$474,180.00
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	\$466,953.00	\$546,334.00
3	3.1	Safety Procedures	No	\$436,000.00	\$424,962.00
3	3.2	Supportive School Climate	No	\$101,131.00	\$13,041.00
3	3.3	Home Connection & Community Knowledge	No	\$230,624.37	\$378,253.00
3	3.4	Partnership with Administration and Labor (PAL)	No	\$10,000.00	\$4,977.00
3	3.5	Internal & External Partnerships	No	\$5,000.00	\$3,050.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$10,502,882	\$10,713,113.00	\$10,570,514.00	\$142,599.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Extended School Day	Yes	\$2,650,000.00	\$2,750,000.00		
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	\$2,890,000.00	\$3,000,000.00		
2	2.3	Multi-tiered System of Support (MTSS): Academic Supports	Yes	\$4,173,000.00	\$3,800,000.00		
2	2.4	Multi-tiered System of Support (MTSS): Social-Emotional Supports	Yes	\$533,160.00	\$474,180.00		
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	\$466,953.00	\$546,334.00		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$72,911,940	\$10,502,882	0.00%	14.405%	\$10,570,514.00	0.000%	14.498%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

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[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**



**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain



accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted 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, target 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.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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