



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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 x1318

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns Middle: 1 short-term staff permit (SDC M/S) 1 Intern 6 letters of consent	100% Appropriately Assigned
1.2	Local Indicator - Instructional Materials: Student access to copies of Standards-aligned instructional materials at school and home Source: Local Indicator	100%			100%	Maintain
1.3	Local Indicator - Facilities: Annual FIT Inspection Source: Local Indicator	6 schools - Exemplary 7 schools - Good 1 school - Fair			9 schools - Exemplary 4 schools - Good	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			Full Implementation	Maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	Local Indicator - Access to Broad Course of Study Source: Local Indicator	100% of students are enrolled in all adopted courses of study			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	57.70 % Scoring Meets or Exceeds			57.70 % Scoring Meets or Exceeds	72% scoring Meets or Exceeds
1.7	CAASPP Assessments - Mathematics for All Students: Standard Met and Exceeded Source: 2024 CAASPP	51.50% scoring Meets or Exceeds			51.50% 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%			61.7% (June 2024)	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%			58.7% (June 2024)	70% scoring At or Above Grade Level
1.10	CA Dashboard - ELA Source: 2024 CA School Dashboard	2023 CA School Dashboard All students Green Status (Maintained +2.0 points; +15.3 points above standard)			All students Green Status (Maintained - 1.1 points; 14.1 points above standard)	Green Status (Increase 3-15 points; +17 or more points above standard)
1.11	CA Dashboard - Math Source: 2024 CA School Dashboard	2023 CA School Dashboard results available December 2024 All students Green Status (+5.7 points; -			All students Yellow Status (Maintained - 0.1 points; 0.8 points below standard)	Green Status (Increase 3-15 points; +15.0 or more above standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		0.7 points below standard)				
1.12	CA Dashboard - English Language Progress Indicator (ELPI) Source: 2024 CA School Dashboard	2024 CA School Dashboard results available December 2024 Orange Status (-2.3%; 51.9% making yearly progress)			Orange Status (-4.7%; 47.2% making yearly progress)	Green (Increase at least 3.1%; 55% or higher making yearly progress)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Partially Implemented	100% Appropriately Assigned Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns Short-term staff permits Middle: 1 short-term staff permit (SDC M/S) 1 Intern 6 letters of consent		\$47,705,209.00	\$15,090,979.52
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	No	Fully Implemented	Professional Development for All Teachers: Universal Design for Learning (UDL), iReady Training Transitional Kindergarten (TK):	Math Steering Committee Artificial Intelligence (AI) Forward Monthly Meetings	\$57,443.00	\$11,008.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			Handwriting without Tears, 7 Monthly Meetings & Trainings Kindergarten: Handwriting without Tears Kindergarten-5th grades: Writing- Momentum, iReady (1 site-based training) 6th-8th grades: Writing with Christina Compton, iReady (1 site-based training) Ron Mirr - Family Engagement: All principals & one teacher per school (Fall & Spring)	Summer Professional Development (SPA) GATE certifications Ongoing Dual Language Immersion (DLI) Visual and Performing Arts (VAPA)		
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.	No	Fully Implemented	3 Assistant Principal 9 Campus Safety Supervisors 3 Licensed Clinical Social worker housed at Middle School, shared with feeder elementary schools Homework Club, Music Teacher, Sports: Cross Country, Volleyball, Basketball, Track & Field	Visual and Performing Arts (VAPA), Culinary Arts, Spanish, Science-Technology-Engineering-Arts-Math (STEAM), eSports, Robotics, Industrial Arts	\$917,680.00	\$247,347.34
1.4	Leadership Development Build the leadership capacity of District and site leaders through	No	Fully Implemented	Breakthrough Coaching, Coaching Training by Paul Mercier, Coaching		\$50,000.00	\$40,405.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	professional development opportunities for administrators and teacher leaders.			by Cindy Kratzer, Monthly Administrator Collaboration, Women in Leadership (WEL), Principal Coaching with Erin Krominsky and Sheri Loewenstein, District Leadership Culture with Candy Plahay			
1.5	Innovative Schools & Program Continue to provide parent options through sustaining innovative schools and programs including Environmental Science, Marine Science, Science Technology Engineering Arts Math (STEAM), Visual and Performing Arts (VAPA), and Dual Language Immersion (DLI).	No	Fully Implemented	Dual Language Immersion (DLI) added a 5th grade, now offered Kindergarten through 5th grades	Westmont Visual & Performing Arts (VAPA) teacher offset (0.25 FTE) 6 Dual Language Immersion (DLI) teachers 1 DLI Teacher on Special Assignment (TOSA) Golden View Farm Staff	\$1,122,193.00	\$271,229.99
1.6	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.	No	Fully Implemented	2.25 full-time employee 4th & 5th grades itinerant Physical Education (PE) teachers plus classified support. 2.0 full-time employee 4th & 5th grades itinerant Music Teachers.		\$463,732.00	\$224,634.56

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	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.	No	Fully Implemented	Total number of teacher & administrators GATE certified Cohorts 1-4 85 teachers 6 principals 91 total Cohort #5 (2024) 23 teachers 4 principals 27 total Overall: 108 teachers 10 principals 118 total		\$127,775.00	\$7,785.61

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Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	iReady Reading: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group Source: iReady Local Assessment	All Student Group: 21% English Learners: 19% Low-income: 20% Foster Youth: 7% Homeless: 20%			Gains between first and second Diagnostic: All Student Group: 11.4% English Learners: 9% Low-income: 10.2% Foster Youth: 9.1% Homeless: 7.6%	All Student Group: 15% English Learners: 18% Low-income: 20% Foster Youth: 25% Homeless: 25%
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%			Gains between first and second Diagnostic: All Student Group: 12.3% English Learners: 7.3% Low-income: 9.8% Foster Youth: 6.3% Homeless: 7.8%	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 %			December, 2024: All Students: 49.1% English Learners: 14.4% Low Income: 36.7% Students with Disabilities: 19.9% Foster Youth: 21.1% Homeless: 29.9%	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%			December, 2024: All Students: 40.9% English Learners: 11.2%	70% Scoring at At or Above All Students: 64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Students with Disabilities: 26% Foster Youth: 19% Homeless: 39%			Low Income: 28.8% Students with Disabilities: 14.2% Foster Youth: 10.5% Homeless: 24.6%	English Learners: 32% Low Income: 53% Students with Disabilities: 28% Foster Youth: 37% Homeless: 45%
2.5	CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded Source: 2024 CAASPP	Scoring Meets or Exceeds English Learners: 7.16% Low Income: 47.39% Students with Disabilities: 19.26% Long-Term English Learners: 3.70%			Scoring Meets or Exceeds English Learners: 7.16% Low Income: 47.39% Students with Disabilities: 19.26% Long-Term English Learners: 3.70%	Scoring Meets or Exceeds 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	Scoring Meets or Exceeds English Learners: 12.54% Low Income: 41.06% Students with Disabilities: 19.23% Long-Term English Learners: 1.85%			Scoring Meets or Exceeds English Learners: 12.54% Low Income: 41.06% Students with Disabilities: 19.23% Long-Term English Learners: 1.85%	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: 2024 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)			2024 CA School Dashboard: All Student Group: Green (Maintained -1.1 points; +14.1 points above standard) English Learners: Orange (Maintained 0.8 points; - 44.6 points below standard) Low-income: Orange (Maintained 0.7 points; -16.1 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) Students with Disabilities: Yellow (increase 3-15; 70.0 or less below standard) Foster Youth: Yellow

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<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: Red (Maintained 0.8 points; -76.3 points below standard)</p> <p>Foster Youth: Red (Decreased 20.9 points; -96.4 points below standard)</p> <p>Homeless: Orange (Decreased 3.6 points; -33.0 points below standard)</p>	<p>(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: 2024 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard: SPRING VIEW: Homeless: Red (Decreased 23.1 points; -73.6 points below standard) VILLAGE VIEW: Red (Decreased 13.2 points; -100.0 points below standard)</p>			<p>2024 CA School Dashboard: SPRING VIEW: Homeless: No color (Increased 41.6 points) VILLAGE VIEW: Red (Maintained 0.5 points; -99.5 points below standard)</p>	<p>MESA VIEW Orange (Increase 3-15; -50.0 or less below standard) SPRING VIEW Homeless: Orange (Increase 3-15; -50.0 or less below standard) Orange (Increase 3-15; -70.0 or less below standard)</p>
2.9	<p>CA Dashboard - Math District</p> <p>Source: 2024 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard: All Student Group: Green (Increased 5.7</p>			<p>2024 CA School Dashboard: All Student Group: Yellow (Maintained -0.1 points; -0.8 points below standard) English Learners: Orange (Maintained -2.1 points; -57.9 points below standard)</p>	<p>All Student Group: Green/Blue (Increase 3-15; +15.0 or more above standard) English Learners: Yellow (Increase 3-15; -30.0 or less below standard)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>points; -0.7 points below standard)</p> <p>English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)</p> <p>Low-income: Yellow (Increased 9.7 points; -34.67 points below standard)</p> <p>Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard)</p> <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>Low-income: Yellow (Maintained 0.3 points; -34.3 points below standard)</p> <p>Students with Disabilities: Orange (Maintained 2.8 points; -92.9 points below standard)</p> <p>Foster Youth: Red (Decreased 52.7 points; -144 points below standard)</p> <p>Homeless: Orange (Maintained -2.3 points; -47.3 points below standard)</p>	<p>Low-income: Green (Increase 3-15; -25.0 or less below standard)</p> <p>Students with Disabilities: Yellow (Increase 3-15; 80.0 or less below standard)</p> <p>Foster Youth: Yellow (Increase 3-15; -80.0 or less below standard)</p> <p>Homeless: Green (Increase 3-15; -25.0 or less below standard)</p>
2.10	<p>CA Dashboard - Math School and Student Group</p> <p>Source: 2024 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard:</p> <p>MARINE VIEW: English Learners: Red (Decreased 9.5 points; -110.3 points below standard)</p> <p>SPRING VIEW Homeless: Red (Decreased 9.3 points; -112.6 points below standard)</p> <p>VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points;</p>			<p>2024 CA School Dashboard:</p> <p>MARINE VIEW: English Learners: Yellow (Increased 29.8 points; 80.5 points below standard)</p> <p>SPRING VIEW Homeless: No color (Increased 58.9 points; 53.7 points below standard)</p> <p>VISTA VIEW: Orange (increased 11.8 points; 133.7 points below standard)</p>	<p>MARINE VIEW English Learners: Orange (Increase 3-15; -85.0 or less below standard)</p> <p>SPRING VIEW Homeless: Orange (Increase 3-15; -85.0 or less below standard)</p> <p>Orange (Increase 3-15; -75.0 or less below standard)</p> <p>VISTA VIEW Orange (Increase 3-15; -110.0% or less below standard)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		145.4 points below standard)				
2.11	CA Dashboard - Chronic Absenteeism District Source: 2024 CA School Dashboard	2024 CA School Dashboard results available December, 2024 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 (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)			2024 CA School Dashboard: All Student Group: Yellow (Decreased 2.7%; 11.7% chronically absent) English Learners: Yellow (Decreased 4%; 15.8% chronically absent) Low-income: Yellow (Decreased 3.9%; 15.9% chronically absent) Students with Disabilities: Orange (Decreased 1.7%; 23% chronically absent) Foster Youth: Orange (Decreased 27.6%; 22.4% chronically absent) Homeless: Orange (Decreased 2.4%; 20.9% chronically absent)	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 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: 2024 CA School Dashboard	2024 CA School Dashboard results available December, 2024 2023 CA School Dashboard: CIRCLE VIEW			2024 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Yellow (Decreased 15.9%; 14.3% chronically absent)	Orange (Decrease 15.0%; 15.0% chronically absent) COLLEGE VIEW Hispanic: Orange (Decrease 6.4%; 15.0% chronically absent) HOPE VIEW

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Students with Disabilities: Red (Increased 14.1%; 30.1% chronically absent)</p> <p>COLLEGE VIEW Hispanic: Red (Increased 0.5%; 21.4% chronically absent)</p> <p>HOPE VIEW English Learners: Red (Increased 3.9%; 25.0% chronically absent)</p> <p>MESA VIEW English Learners: Red (Maintained 0.3%; 26.9% chronically absent)</p> <p>Homeless: Red (Increased 10.2%; 36.8% chronically absent)</p> <p>VILLAGE VIEW: Students with Disabilities: Red (Increased 1.9%; 31.8% chronically absent)</p>			<p>COLLEGE VIEW Hispanic: Yellow (Decreased 7.8%; 13.6% chronically absent)</p> <p>HOPE VIEW English Learners: Red (Increased 5.3%; 30.3% chronically absent)</p> <p>MESA VIEW English Learners: Orange (Decreased 5%; 21.9% chronically absent)</p> <p>Homeless: Orange (Decreased 13.4%; 23.4% chronically absent)</p> <p>VILLAGE VIEW Students with Disabilities: Orange (Decreased 4.4%; 27.4% chronically absent)</p>	<p>English Learners: Orange (Decrease 7.0%; 18.0% chronically absent)</p> <p>MESA VIEW English Learners: Orange (Decrease 9.0%; 18.0% chronically absent)</p> <p>Homeless: Orange (Decrease 17.0%; 25.0% chronically absent)</p> <p>Orange (Decrease 12%; 20.0% chronically absent)</p>
2.13	<p>CA Dashboard - Suspension District</p> <p>Source: 2024 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard: All Student Group: Orange (Increased 0.4% or more; 2% or less) English Learners: Orange (Increased</p>			<p>2024 CA School Dashboard: All Student Group: Green (Decreased 0.7% or more; 1.3% or less) English Learners: Green (Decreased 2% or more; 1.8% or less) Low-income: Green (Decreased 1.1% or more; 1.7% or less) Students with Disabilities: Green</p>	<p>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)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>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>African American Youth: Red (Increased 2.7% or more, 7.2% or less)</p> <p>Homeless: Orange (Increased 0.5% or more; 2.9% or less)</p>			<p>(Decreased 1% or more; 2.4% or less)</p> <p>Foster Youth: Orange (Decreased 1.9% or more; 8.3% or less)</p> <p>African American Youth: Yellow (Decreased 3.7% or more, 3.6% or less)</p> <p>Homeless: Green (Decreased 0.6% or more; 2.3% or less)</p>	<p>Foster Youth: Yellow (Decline 0.5%-3.0%; 3.8% or less)</p> <p>African American Youth (Decline 0.5%-3.0%; 3.8% or less)</p> <p>Homeless: Green (Decline 0.5%-3.0%; 1.9% or less)</p>
2.14	<p>CA Dashboard - Suspension School and Student Group</p> <p>Source: 2024 CA School Dashboard</p>	<p>2024 CA School Dashboard results available December, 2024</p> <p>2023 CA School Dashboard:</p> <p>MARINE VIEW</p> <p>English Learners: Red (Increased 13.7% or more; 16.9% or less)</p> <p>Low Income: Red (Increased 7.4% or more; 10.1% or less)</p> <p>Hispanic: Red (Increased 6.0% or more; 9% or less)</p> <p>MESA VIEW</p> <p>English Learners: Red (Increased 19.3% or more; 26.9% or less)</p> <p>Low Income: Red (Increased 5.1% or more; 9.8% or less)</p> <p>Hispanic: Red</p>			<p>2024 CA School Dashboard:</p> <p>MARINE VIEW</p> <p>English Learners: Blue (Decreased 16.9% or more; 0%)</p> <p>Low Income: Green (Decreased 5.7% or more; 4.4% or less)</p> <p>Hispanic: Blue (Decreased 7.5% or more; 1.5% or less)</p> <p>MESA VIEW</p> <p>English Learners: Yellow (Decreased 17.6% or more; 9.2% or less)</p> <p>Low Income: Green (Decreased 3.8% or more; 6% or less)</p> <p>Hispanic: Green (Decreased 4.2% or more; 6.2% or less)</p>	<p>MARINE VIEW</p> <p>English Learners: Orange (Decline 0.5%-3.0%; 5.0% or less)</p> <p>Low Income: Orange (Decline 0.5%-3.0%; 9.0% or less)</p> <p>Yellow (Decline 0.5%-3.0%; 3.0% or less)</p> <p>Hispanic: Yellow (Decline 0.5%-3.0%; 3.0% or less)</p> <p>MESA VIEW</p> <p>English Learners: Orange (Decline 0.5%-3.0%; 18.0% or less)</p> <p>Low Income: Green (Decline 0.5%-3.0%; 8.0% or less)</p> <p>Yellow (Decline 0.5%-3.0%; 12.0% or less)</p> <p>Hispanic: Green (Decline 0.5%-3.0%; 3.0% or less)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Increased 6.6% or more; 10.4% or less)				
2.15	English Language Proficiency Indicator (ELPI). Percentage of English learner pupils who make progress toward English Proficiency - District Source: 2024 CA School Dashboard	2024 CA School Dashboard results available December, 2024 2023 CA School Dashboard: Orange (51.9% making progress towards English language proficiency)			2024 CA School Dashboard: Orange (47.2% making progress towards English language proficiency)	Green (57% or higher 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: 2024 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)			2024 CA School Dashboard: SPRING VIEW: Blue (69.2% making progress towards English language proficiency) VISTA VIEW: Orange (38.1% 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%			Administration Window February 3 - March 28, 2025	Increase 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.18	Reclassification rate from English Learner to Fluent English Proficient (RFEP) Source: Local Measure	11%			June, 2024: 10.17%	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			August 28, 2024- January 31, 2025 373 hours translations 629 hours interpretations	Maintain

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Extended School Day 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,</p>	Yes	Fully Implemented	<p>iReady December, 2024</p> <p>Reading: All Students: 49.1% English Learners: 14.4% Low Income: 36.7% Students with Disabilities: 19.9% Foster Youth: 21.1% Homeless: 29.9%</p> <p>Math All Students: 40.9% English Learners: 11.2% Low Income: 28.8% Students with Disabilities: 14.2% Foster Youth: 10.5% Homeless: 24.6%</p> <p>CA Dashboard Results 2024:</p>		\$2,400,000.00	\$1,146,237

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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>ELA: English Learners: Orange Status (- 44.6 points below standard) Low-income: Orange Status (-16.1 points below standard) Students with Disabilities: Red Status (-76.3 points below standard) Foster Youth: Red Status (-96.4 points below standard) Homeless: Orange Status (-33.0 points below standard)</p> <p>Math English Learners: Orange Status (-57.9 points below standard) Low-income: Yellow Status (-34.3 points below standard) Students with Disabilities: Orange Status (-92.9 points below standard) Foster Youth: Red Status (-144 points below standard) Homeless: Orange Status (-47.3 points below standard)</p>			
2.2	<p>Early Intervention, Prevention & English Language Acquisition Programs Continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for Transitional Kindergarten</p>	Yes	Fully Implemented	<p>iReady results overall December, 2024</p> <p>Kindergarten - 3rd grade: ELA: District: 48.7% (+16.1%) English Learners: 24.7% (+16.3%)</p>		\$3,500,000.00	\$1,389,597.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(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 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>			<p>Kindergarten: 49.1% no September assessment First grade: 32.6% (+17.5%) Second grade: 50.4% (+16.8%) Third grade: 61.8% (+14.3%)</p> <p>Math District: 33.1% (+18.3%) English Learners: 13.5% (+9.9%) Kindergarten: 37.2% no September assessment First grade: 26.0% (+15.6%) Second grade: 34.3% (+19%) Third grade: 34.9% (+16.6%)</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>Multi-tiered System of Support (MTSS): Academic Supports 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>	Yes	Fully Implemented	<p>iReady from August 28, 2024 to January 31, 2025</p> <p>District Level All Schools</p> <p>Reading Year-to-Date Overall Average: Lessons Completed: 26.57 Lessons Passed: 22.75</p> <p>Lessons Passed: 70-100% Passed: 86% 50-69% Passed: 11% 0-49% Passed: 3%</p> <p>Math Year-to-Date Overall Average: Lessons Completed: 19.25 Lessons Passed: 18</p> <p>Lessons Passed: 70-100% Passed: 96% 50-69% Passed: 3% 0-49% Passed: 1%</p>		\$3,800,000.00	\$1,729,858.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Multi-tiered System of Support (MTSS): Social-Emotional Supports</p> <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: 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>	Yes	Fully Implemented	<p>Attendance Rates: August 28, 2024 - January 31, 2025 Overall Attendance 95.3% (higher 0.4% than Sep 5, 2023 - Jan 31,2024) Chronic Absenteeism 10.44% (lower 1.54% than Sep 5, 2023 - Jan 31,2024)</p> <p>English Learner Attendance 94.8% (higher 0.7% than Sep 5, 2023 - Jan 31,2024) Chronic Absenteeism 12.57% (lower 3.59% than Sep 5, 2023 - Jan 31,2024)</p> <p>Foster Youth Attendance 90.7% (lower 1.3% than Sep 5, 2023 - Jan 31,2024) Chronic Absenteeism 34.29% (higher 11.88% than Sep 5, 2023 - Jan 31,2024)</p> <p>Low Income Attendance 94.5% (higher 0.4% than Sep 5, 2023 - Jan 31,2024) Chronic Absenteeism 13.85% (lower 2.25% than Sep 5, 2023 - Jan 31,2024)</p> <p>Homeless Attendance 93.9% (higher 1.0% than</p>	<p>2024-25</p> <p>District MTSS Collaboration: Two meetings occurred in 2024 to standardize MTSS referral process and meeting protocol; Training in MTSS Tier 2 support, Check In Check Out, provided to all school administration.</p> <p>10 School Psychologists School Psychologists Interns 2 /Practicum 2</p> <p>1 District Counselor</p> <p>3 District Licensed Clinical Social Workers</p> <p>10 District Licensed Clinical Social Worker Interns</p> <p>13 Social Wise Contracted Masters of</p>	\$508,654.00	\$100,013.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Sep 5, 2023 - Jan 31,2024) Chronic Absenteeism 16.19% (lower 5.1% than Sep 5, 2023 - Jan 31,2024)	Social Work mental/behavioral health service providers		
2.5	<p>Parent Education & Regular School-to-Home Communication 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</p>	Yes	Fully Implemented	<p>For 2024-25: 7 Instructional Assistants English Learner 2 Instructional Assistants Bilingual 10 Parent Liaison Instructional Assistants Bilingual</p> <p>2024 CA Dashboard: ELA Overall: Green Status (14.1 points above standard) English Learner Subgroup: Orange Status (44.6 points below standard) Math Overall: Yellow Status (0.8 points below standard) English Learner Subgroup: Orange Status (57.9 points below standard) Attendance Overall: Yellow Status (11.7%)</p>	iReady Parent Night October, 2024	\$525,587.00	\$209,524.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Community Connections on Student Achievement)			English Learner Subgroup: Yellow Status (15.8%) Suspension Overall: Green Status (1.3%) English Learner Subgroup: Green Status (1.8%)			
2.6	<p>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 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</p>	Yes	Partially Implemented	2024 CAASPP ELA: Scoring Meets or Exceeds Overall: 57.50% English Learners: 7.16% Math: Scoring Meets or Exceeds Overall: 51.50% English Learners: 12.54% 2024 CA Dashboard: ELA Overall: Green Status (14.1 points above standard) English Learner Subgroup: Orange Status (44.6 points below standard) Math Overall: Yellow Status (0.8 points below standard) English Learner Subgroup: Orange Status (57.9 points below standard)	ELD training for: middle schools teachers, Transitional Kindergarten (TK) teachers, and Special Education teachers, administrators, iReady and California Dashboard data analysis	\$35,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			Attendance Overall: Yellow Status (11.7 %) English Learner Subgroup: Yellow Status (15.8%) Suspension Overall: Green Status (1.3%) English Learner Subgroup: Green Status (1.8%) Reclassification rate from English Learner to Fluent English Proficient (RFEP): 10.17%			
2.7	Foster Youth 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. As measured by: 2023 CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13 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,	Yes	Partially Implemented	2024 CA Dashboard: ELA Overall: Green Status (14.1 points above standard) Foster Youth Subgroup: Red Status (96.4 points below standard) Math Overall: Yellow Status (0.8 points below standard) Foster Youth Subgroup: Red Status (144 points below standard) Attendance Overall: Yellow Status (11.7%) Foster Youth Subgroup: Orange Status (22.4%) Suspension Overall: Green Status (1.3%) Foster Youth Subgroup: Orange Status (1.9%)	All administrators have been informed of Foster youth enrolled at their schools and are required to monitor attendance, academic progress, and behavior. Quarterly progress reports of foster students are provided to site administrators by Student Services. Actions and supports developed in	\$16,500.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	schools can help Foster Youth thrive academically and create a more positive school experience.				each School Plan for Student Achievement (SPSA) needs assessment are prioritized for foster youth.		
2.8	<p>Low Income/Homeless 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</p>	Yes	Partially Implemented	<p>2024 CA Dashboard:</p> <p>ELA Overall: Green Status (14.1 points above standard)</p> <p>Subgroup: Low Income Orange Status (16.1 points below standard) Homeless Orange Status (33 points below standard)</p> <p>Math Overall: Yellow Status (0.8 points below standard)</p> <p>Subgroup: Low Income Orange Status (34.3 points below standard) Homeless Orange Status (47.3 points below standard)</p> <p>Attendance Overall: Yellow Status (11.7%)</p> <p>Subgroup: Low Income Yellow Status (15.9%) Homeless Orange Status (20.9%)</p>	<p>District Social Workers and Interns have been informed of students experiencing Homelessness and are required to monitor attendance, academic progress, and behavior.</p> <p>Social Workers provide direct and indirect services and ensure families receive community resources and items such as clothing, hygiene supplies, and other supports as needed.</p> <p>Actions and supports developed in each School Plan for Student</p>	\$11,500.00	\$11,714.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Youth Experiencing Homelessness: Implications for Policy and Practice"			Suspension Overall: Green Status (1.3%) Subgroup: Low Income Green Status (1.7%) Homeless Subgroup: Green Status (2.3%)	Achievement (SPSA) needs assessment are prioritized for students experiencing Homelessness.		

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Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Annual Parent Survey: Participation Source: 2024-25 OVSD Parent Survey	1,419 Responses			To be administered February, 2025.	2,000 Responses
3.2	Annual Parent Survey Response - Strongly Agree/Agree: "My input is listened to" Source:2024-25 OVSD Parent Survey	85%			To be administered February, 2025.	90%
3.3	Annual Parent Survey Response - Strongly Agree/Agree: "I am welcomed at my child's school" Source: 2024-25 OVSD Parent Survey	95%			To be administered February, 2025.	95%
3.4	Middle School Parent Engagement Source: Local Indicator 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			AERIES Parent Portal Access (Grades 6-8) 99.9% parents have portal accounts 98.37% signed up for weekly updates 94.5% 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%			August 28, 2024 - January 31, 2025 Overall: 95.3 % English Learner: 94.8 %	Overall: 97% English Learner: 97% Foster Youth: 96% Low Income: 96% Homeless: 96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Foster Youth: 92.0% Low Income: 94.2% Homeless: 93.1%			Foster Youth: 90.7% Low Income: 94.5% Homeless: 93.9%	
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% Low Income: 15.85% Homeless: 19.78%			August 28, 2024 - January 31, 2025 Overall: 10.44% English Learner: 12.57% Foster Youth: 34.29% Low Income: 13.85% Homeless: 16.19%	Overall: 5% English Learner: 5% Foster Youth: 10% Low Income: 6% Homeless: 6%
3.7	Middle School Dropout Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 0%			Data will not be available until May 16, 2025	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%			August 28, 2024 - January 31, 2025 Overall: 0.47% English Learner: 1.08% Foster Youth: 2.85% Low Income: 0.73 % Homeless: 0.56%	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			As of January 31, 2025 0 students	Maintain 0
3.10	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?	87.2%			To be administered March, 2025	92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: Local Indicator 2024-25 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 2024-25 OVSD Climate Survey	86.2%			To be administered March, 2025	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 2024-25 OVSD Climate Survey	78.5%			To be administered March, 2025	94%
3.13	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: Do you feel safe at your school? Source: Local Indicator 2024-25 OVSD Climate Survey	78.9%			To be administered March, 2025	94%
3.14	OVSD Climate Survey 6th-8th - Always/Most of the time: Caring adults in school Source: Local Indicator 2024-25 OVSD Climate Survey	70.7%			To be administered March, 2025	80%
3.15	OVSD Climate Survey 6th-8th - Most of the Time/Always: School perceived as very safe or safe Source: Local Indicator 2024-25 OVSD Climate Survey	67.3%			To be administered March, 2025	85%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.16	CA Dashboard - Chronic Absenteeism Source: 2024 CA Dashboard	All Student Group Yellow (Declined 6.2% or more; 14.4% or less)			All Student Group: Yellow (Declined 2.7% or more; 11.7% or less)	All Student Group: Green (Decrease 5.0% or more; 10.0% or less)
3.17	CA Dashboard - Suspension Source: 2024 CA Dashboard	All Student Group: Orange (Increased 0.4% or more; 2% or less)			All Student Group: Green (Declined 0.7% or more; 1.3% or less)	All Student Group: Green (Decline 0.5%-3.0%; 1.5% or less)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Fully Implemented	<ol style="list-style-type: none"> e-bike certification 4th-8th grade Doorbells, Cameras, Implementation of Panic Button Run/hide/fight collaboration with local departments. 3 Campus Safety Supervisors at each middle school Great Shake Out participation (October 17, 2024) Narcan training continues (trained: Campus Safety Officers, Clerks, School Office Managers, Health Techs, Administrators, bus drivers and more) 	<p>Suicide Risk and Threat Assessment Training updated yearly.</p> <p>Student Safety and Behavior Reporting system implemented District wide</p> <p>Site administrators trained in investigation, documentation, and response to reported safety/behavior concerns.</p> <p>3 Campus Safety</p>	\$473,085.00	\$151,956.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Supervisors at each middle school. 2nd doorbell in each office. Student Services Coordinator trained to provide Active Shooter Response training to all staff.		
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.	No	Fully Implemented	Suspension rate: August 28, 2024 - January 31, 2025 0.47% (-0.66% decrease from Sep 5, 2023 - Jan 31, 2024) Positive Behavioral Interventions and Supports (PBIS) Recognition: Gold: College View and Star View Silver: Circle View, Golden View, Hope View, Lake View, Marine View, Mesa View, Oak View, Vista View and Westmont Bronze: Harbour View and Village View	PBIS Social Emotional Learning (SEL) Curriculum licenses provided to all middle school teachers Elementary School SEL curriculum adoption pilot trainings in process	\$35,431.00	\$176.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	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.	No	Fully Implemented	As of January 31, 2025: OVSD Social Media Facebook & Instagram: 479 Published Posts 27,500 Page/profile visits 202,779 Total video/reels views 164,400 Reach (Total number of people who viewed OVSD Content) 430 New followers from July, 2024 - January 31, 2024 20,600 Engagements (like, shared, or commented) 3,085 Facebook followers		\$376,222.00	\$108,041.62
3.4	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.	No	Fully Implemented	Monthly PAL Meetings District Level and Administrators and California School Employee Association (CSEA) and Ocean View Teacher Association (OVTA). OVSD PAL Council. Monthly PAL meetings with site principals and site PAL representatives for both associations.	Safe and Supportive Schools Collaboration: Student Services Coordinator quarterly meeting with OVTA and CSEA to maintain open dialogue and communication in order to collaboratively identify potential concerns and opportunities for improvement in	\$10,000.00	\$1,236.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>areas of school related to behavior and safety.</p> <p>Social Emotional Learning (SEL) Curriculum licenses provided to all middle school teachers</p> <p>Elementary School SEL curriculum adoption pilot trainings in process</p> <p>Enhanced supervision of cell phone restrictions and development of district cell phone policy.</p>		
3.5	<p>Internal & External Partnerships Proactively reach out to maintain and strengthen internal and external partnerships.</p>	No	Fully Implemented	<p>PTA/PTO/PTSA/PTSO Monthly President's Roundtable Meetings and monthly site meetings</p> <p>Surf City Optimists: Oratorical Contest Essay Contest Pinewood Derby Rubber Duckie Contest</p> <p>Huntington Beach Assistance League</p>		\$5,000.00	\$1,100

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>Donations: The Assistance League awarded \$28,500 (to 48 teachers and librarians to support projects in STEM, GATE, nonfiction books, culinary arts, outdoor learning, and art.)</p> <p>Beginning Teacher Grant awarded \$2,200</p> <p>Twilight Collaboration Project at Oak View</p> <p>U.S. Space Force at Lake View Boys and Girls Club</p>			
3.6	<p>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.</p>	No	Partially Implemented	<p>From metrics above: August 28, 2024 - January 31, 2025 Overall: 0.47% (lower 0.66% than Sep 5, 2023 - Jan 31,2024) English Learner: 1.08% (lower 0.6% than Sep 5, 2023 - Jan 31,2024) Foster Youth: 2.85% (lower 1.0% than Sep 5, 2023 - Jan 31,2024) Low Income: 0.73% (lower 0.77% than Sep 5, 2023 - Jan 31,2024) Homeless: 0.56% (lower 0.84% than Sep 5, 2023 - Jan 31,2024)</p> <p>9 campus safety officers</p>	<p>Student Safety and Behavior Reporting system implemented District wide</p> <p>Implemented District wide system of notification and collaboration with Student Services involving student behavior and suspensions</p> <p>Site administrators trained in standardization</p>	\$16,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Safe and Supportive School Collaboration quarterly meetings SEL curriculum at middle school PBIS	for Education Code violation discipline interventions and alternatives to suspensions.		

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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	81,273,775	81,419,627
LCFF Supplemental/Concentration Grants	10,085,723	10,127,668

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