

Local Control & Accountability Plan (LCAP)

Review of 2025-26 Actions and Metrics

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Agenda

- Review of 2025-26 Actions and Metrics
- Next Steps



LCAP Goal 1

PUPIL OUTCOMES & CONDITIONS OF LEARNING

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



Goal 1: Pupil Outcomes and Conditions of Learning

ACTIONS - No Changes

1.1	Recruit, hire, and maintain qualified certificated, classified, and administrative staff
1.2	Curriculum, locally-identified assessments, and high-quality professional development
1.4	Build the leadership capacity of District and site leaders
1.5	Continue to provide parent options through sustaining innovative schools and programs
1.7	Continue to support and enhance the GATE magnet and cluster programs

Goal 1: Pupil Outcomes and Conditions of Learning

ACTIONS - Draft Revisions

1.3	<p>Provide a comprehensive middle school program comprised of robust and engaging electives such as applied arts (culinary arts, industrial arts), performing arts (band, choir, dance, orchestra, etc.), visual arts, leadership, world languages, and robotics, along with extracurricular opportunities, including after-school sports.</p>
1.6	<p>Provide students with a well-rounded educational experience by providing access to a range of experiences, including, visual and performing arts, music, technology, and project-based learning to enhance learning, increase engagement, and prepare students for college and career paths.</p>

Goal 1: Pupil Outcomes and Conditions of Learning

METRICS: No Changes

Local Indicators

Teachers Appropriately Assigned
Access to Standards-aligned Instructional Materials
Facilities: Annual FIT Inspection Rating
Implementation of Academic Standards
Access to Broad Course of Study

i-Ready

i-Ready Reading Language Arts End of Year Diagnostic All Students: At/Above Grade Level
i-Ready Math End of Year Diagnostic All Students: At/Above Grade Level

CA Dashboard

CA Dashboard English Language Arts - All Students
CA Dashboard Math - All Students
CA Dashboard - English Language Progress Indicator

Goal 1: Pupil Outcomes and Conditions of Learning

METRICS - Draft Revisions

Metric	Draft 2027 Goal
CAASPP Assessments - Standard Met and Exceeded English Language Arts for All Students	65%
CAASPP Assessments - Standard Met and Exceeded Mathematics for All Students	59%

Goal 1: Pupil Outcomes and Conditions of Learning

METRICS - Draft New

Metric	Draft 2027 Goal
Annual Parent Survey Response - Strongly Agree/Agree My child is receiving a high quality education in OVSD.	Maintain 90% or above
Annual Parent Survey Response - Strongly Agree/Agree I see evidence of my child's learning.	Maintain 90% or above
Annual Parent Survey Response - Strongly Agree/Agree My child enjoys going to school.	Maintain 90% or above
OVSD Climate Survey 2nd/3rd Grade - Most of the Time/Always When you are at school, are you happy to be there?	85%
OVSD Climate Survey 4th/5th Grade - Most of the Time/Always When you are at school, are you happy to be there?	80%
OVSD Climate Survey 6th-8th Grade - Most of the Time/Always When you are at school, are you happy to be there?	60%



LCAP Goal 2

TARGETED SUPPORTS

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



Goal 2: Targeted Supports

ACTIONS - No Changes

2.1	More daily instructional minutes than required
2.2	Early intervention, prevention , and English language acquisition programs

Goal 2: Targeted Supports

ACTIONS - Draft Revisions

2.3	To address the literacy and mathematical gaps, ensure consistent practices across the district, and improve learning outcomes for all students, the district will provide 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 differentiated instruction and intervention. Teachers will implement strategies such as scaffolded instruction, structured academic discussions, explicit vocabulary instruction, and close reading to improve achievement for English Learners, Foster Youth, Low Income, Students with Disabilities, and Homeless students.
2.4	Continue to develop and refine a Multi-Tiered System of Support (MTSS) social-emotional supports , including District mental health providers and contracted interns.
2.5	Provide parent education and regular school-to-home communication regarding academic programs and progress. Intentionally solicit parent participation targeting families/guardians of English Learners, Foster Youth, Low Income, Homeless, and Students with Disabilities, including oral interpretation and written translations, to support student success.

Goal 2: Targeted Supports

ACTIONS - Draft Revisions

2.6	Support academic achievement for English Learners, including Long-Term English Learners (LTELs), by using the English Language Proficiency Assessments for California (ELPAC) results to determine the level of English fluency and provide targeted language support. Deliver English Language Development (ELD) instruction through designated and integrated models using research-based strategies and standards-aligned resources. Differentiate instruction to meet individual needs, monitor LTEL progress to support reclassification, and continue providing professional development to enhance instruction.
2.7	Ensure foster youth are provided all educational rights and receive increased or improved services such as social emotional, academic, and enrichment programs and support services to help reduce and eliminate barriers to promote attendance, academic progress, and overall well-being.
2.8	Ensure students experiencing economic poverty or homelessness are provided educational rights, academic support, and referrals to District and community resources to help reduce or eliminate barriers and promote attendance, academic success, and overall well-being.

Goal 2: Targeted Supports

METRICS: No Changes

Other Indicators

English Language Proficiency Assessments for California (ELPAC): Percent Level 4 (Well Developed) on Summative Assessment

Reclassification rate from English Learner to Fluent English Proficient (RFEP)

Translation/ Interpretation for parents/guardians of unduplicated students

i-Ready

i-Ready Reading Language Arts
End of Year Diagnostic
All Students: At/Above Grade
Level

i-Ready Math End of Year
Diagnostic
All Students: At/Above Grade
Level

CA Dashboard

CA Dashboard - ELA (Student
Groups)

CA Dashboard - Math (Student
Groups)

CA Dashboard - Chronic
Absenteeism (Student Groups)

CA Dashboard - Suspension
(Student Groups)

CA Dashboard - English
Language Progress Indicator

Goal 2: Targeted Supports

METRICS - Draft Revisions

Metric	Draft 2027 Goal
CAASPP Assessments - Standard Met and Exceeded English Language Arts	English Learners: 20% Low Income: 55% Students with Disabilities: 25% Homeless: 45% Long-Term English Learners: 15%
CAASPP Assessments - Standard Met and Exceeded Mathematics	English Learners: 23% Low Income 45% Students with Disabilities: 25% Homeless: 42% Long-Term English Learners: 15%

Goal 2: Targeted Supports

METRICS - Draft New

Metric	Draft 2027 Goal
Annual Parent Survey Response - Strongly Agree/Agree My child's school provides opportunities for parents to learn how to support their children.	Maintain 90% or above
Annual Title I Parent Survey Response Strongly Agree/Agree The school provides information and/or workshops that help with better parent participation in your child's education.	Maintain 95% or above

LCAP Goal 3

ENGAGEMENT

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



Goal 3: Engagement

ACTIONS - No Changes

3.2	Strong, healthy, and supportive school climates
3.5	Internal & External Partnerships

Goal 3: Engagement

ACTIONS - Draft Revisions

3.1	Continue to improve and adapt protocols, and school environments to protect and ensure the safety of students and staff, including additional staff to assist with campus safety at middle schools.
3.3	Strengthen school-home connection through consistent and timely communication regarding student academic achievement and community awareness of OVSD through District, site, and teacher communication, social media, and media relations.
3.4	Continue to build and strengthen relationships through the implementation of the Partnership between Administration and Labor (PAL) practices, principles, and activities.
3.6	Improve student outcomes by fostering a positive school climate, reducing discipline referrals, and promoting behavioral, social-emotional, and academic growth through Positive Behavior Interventions and Support (PBIS).

Goal 3: Engagement

METRICS: No Changes

Parent Survey

Strongly Agree/Agree
My input is listened to.

Strongly Agree/Agree
I am welcomed at my child's
school.

CA Dashboard

CA Dashboard Chronic
Absenteeism - All Students

CA Dashboard Suspension - All
Students

Student Survey

2nd/3rd & 4th/5th Grades - Most
of the Time/Always: Do you feel
the teachers and adults at your
school care about you?

2nd/3rd & 4th/5th Grades - Most
of the Time/Always: Do you feel
safe at your school?

6th-8th Grades - Always/Most of
the time: Caring adults in school

6th-8th Grades - Most of the
Time/Always: School perceived as
very safe or safe

Other Indicators

Middle School Parent
Engagement

Attendance Rate - End of Year

Chronic Absenteeism Rate - End
of Year

Middle School Dropout Rate

Expulsion Rate

Goal 3: Engagement

METRICS - Draft Revisions

Metric	Draft 2027 Goal
Annual Parent Survey: Participation	33% of Tokens Distributed

Goal 3: Engagement

METRICS - Draft New

Metric	Draft 2027 Goal
Student Behavior - Office Referrals	Overall: Less than 1% English Learner: Less than 1% Foster Youth: Less than 1% Low Income: Less than 1% Homeless: Less than 1%
OVSD Climate Survey 2nd/3rd Grade - Most of the Time/Always Do students at your school know the rules?	75%
OVSD Climate Survey 2nd/3rd Grade - Most of the Time/Always Do students at your school talk to each other in a kind way?	75%

Goal 3: Engagement

METRICS - Draft New

Metric	Draft 2027 Goal
OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always Do students at your school know the rules?	80%
OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always Do students at your school treat each other with respect?	65%
OVSD Climate Survey 6th-8th - Always/Most of the time Do students at your school know the rules?	65%
OVSD Climate Survey 6th-8th - Always/Most of the time Do students at your school treat each other with respect?	50%



Next Steps

OCDE Review

- May 2025

Approval Process

- June 10: Public Hearing
- June 24: Board Approval





Ocean View
School District

Thank You

