



2025-26 Local Performance Indicator Self-Reflection

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|--------------------------------|--|-----------------------------------|
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 2022-2023 | 305.6 | 84.3% | 2.9% | 0.3% | 2.8% | 9.7% | 0% | 0% |

| Access to Instructional Materials | Number | Percent |
|--|--------|---------|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|--|--------|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
| Career Technical Education | | | | | | |
| Health Education Content Standards | | | 3 | | | |
| Physical Education Model Content Standards | | | | 4 | | |
| Visual and Performing Arts | | | | 4 | | |
| World Language | | | 3 | | | |

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | 5 |
| Identifying the professional learning needs of individual teachers | | | | | 5 |
| Providing support for teachers on the standards they have not yet mastered | | | | | 5 |

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|--|---------------------|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4 |

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Each year, OVSD administers an LCAP Parent/Guardian survey as part of our continuous improvement model. Parent/guardian experiences were overall positive with 92% of respondents indicating they know whom to share concerns with at school, 88% indicating they feel their input is listened to, and 94% feeling welcome at their child's school. Parents/guardians also reported positive experiences for their children with 95% feeling respected by teachers, and 94% administrators and other staff. OVSD will continue to build upon established relationships to ensure the sustainability of two-way communication and family engagement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While LCAP and Title I survey results were strong, there is always a need to continue to collaborate with families to ensure they feel welcome, respected, and valued for their partnership. To support this school principals will participate in professional learning to build their knowledge and skill to ensure relationships are at the cornerstone of family engagement and efforts are tailored to address all families at each unique school community within the District to ensure all learners are successful.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

State and federal funds (both ongoing and one-time) will continue to be utilized to foster engagement, with a particular emphasis on underrepresented groups, to support parents/guardians as their children's first teachers.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---------------------|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 5 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 5 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 4 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 4 |

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The District has created strong systems and structures to engage families and gather input regarding district goals, program initiatives, and priorities for funding that positively affect student achievement. The partnerships have been strengthened through the development and participation in Focus Groups, School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee (DELAC), Fall/Spring Conferences, Back-to-School Night, Open House, and Parent Forums, with representation from each school PreK-8, including representatives from Special Education and the Community Advisory Committee. In addition, OVSD will continue to foster two-way communication through consistent messaging on ParentSquare, phone messages, social media outlets, and parent surveys.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

OVSD parent feedback continues to stress the desire for parent involvement and the need for parent education. A focus on strengthening parent engagement will continue through increased school-to-home communication, as well as District and site parent workshops and training, parent participation on the School Site Council, English Language Advisory Committee, and District English Learner Committee. The District will continue to engage educational partners to receive feedback regarding LCAP goals, priorities, and expenditures for the use of one-time funds that directly impact student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Efforts will continue to focus on providing interpretation and translation to ensure parents are able to communicate with staff, access information regarding their child's academic and social-emotional needs and progress, and support parent information meetings and parent education workshops. The District English Learner Advisory Committee (DELAC) will include parent representatives from each site to engage and support parents of English learners,

including Long-Term English Learners and Emerging Bilinguals across the District. OVSD will continue to make progress with the recruitment of Parent Liaison Instructional Assistant Bilingual support and focus on improving communication and engagement with our underrepresented families to increase Home-School connections.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|--|---------------------|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 5 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 5 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 5 |

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

In OVSD, the Educational Services Division works directly with principals and staff to support their efforts to engage families in advisory groups and with decision-making. They hold regular meetings throughout the year with principals to review training, ensuring all required topics are covered, and that the School Plan for Student Achievement is aligned with the LCAP. They coach principals and maintain a commitment to seek parent input in District and school decisions through the District English Language Advisory Committee (DELAC), the Community Advisory Committee (CAC), the site English Language Advisory Committees (ELACs), and the School Site Councils (SSCs).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While Ocean View School District has established consistent avenues for gathering input—such as School Site Councils, English Learner Advisory Committees, DELAC, and district-level meetings—parent feedback continues to emphasize the need to deepen and broaden meaningful involvement in decision-making.

In response, OVSD will continue to strengthen inclusive practices by expanding parent workshops focused on how school and district decisions are made, the role of site-level councils, and how parent voice informs funding and programmatic priorities. Input gathered from over 2,000 educational partners in 2024–25—including parents, students, staff, and bargaining groups—has been foundational in shaping LCAP actions and updates. Engagement efforts included student focus groups, SSC/ELAC discussions at each site, community input sessions, and collaboration with local partners.

The district also recognizes the need to improve representation among families of Foster Youth, English Learners, students experiencing homelessness, and those from culturally and linguistically diverse backgrounds. To address this, OVSD will continue outreach strategies such as flexible meeting times, translated digital and paper surveys, and personalized contact from family liaisons. Site leaders will receive guidance on identifying and engaging families who may be less connected to traditional school decision-making structures, with the goal of ensuring all voices are reflected in district planning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To ensure parents/guardians who are unable to participate on committees have a voice, the District administers an annual LCAP survey in English, Spanish, and Vietnamese for all parents to provide feedback on District and site activities, programs, and curricula; services for low-income, English Learners, and students with disabilities; and school safety and connectedness. Title I sites conduct additional stakeholder input to inform decisions on how best to use their Title I Parent and Family Engagement funds. These surveys and committees include parents of low-income, foster youth, English Learners, and students with disabilities, as well as parents of a variety of ethnic and cultural backgrounds.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Ocean View School District is committed to creating a safe and supportive school environment that fosters student connectedness and emotional well-being. As part of this commitment, students in grades 2 through 8 participated in the district's locally developed, anonymous, and confidential school climate survey during Spring 2025. These surveys provide valuable insight into student perceptions of safety, inclusion, and relationships with peers and adults at school, and are used by site and district leadership to inform strategies within the Multi-Tiered System of Support (MTSS) framework. The data reflects consistent strengths in adult-student relationships and a positive climate in the early grades, with some areas of concern in the middle school grades. When asked if they feel safe at school, 84.8% of 2nd–3rd graders, 83.4% of 4th–5th graders, and 68.1% of 6th–8th graders responded “Most of the Time” or “Always.” Similarly, 92.3% of 2nd–3rd, 85.1% of 4th–5th, and 71.4% of 6th–8th grade students reported that the adults at school care about them. In terms of being listened to, 85.6% of 2nd–3rd graders agreed, followed by 73.3% in 4th–5th and 65.5% in 6th–8th grades. Responses to questions about whether students are taught to treat others with kindness were also strong, with 92.3% of 2nd–3rd, 80.5% of 4th–5th, and 75.7% of 6th–8th graders responding positively. Additionally, 82.1% of 4th–5th and 73.1% of 6th–8th grade students agreed that their school teaches that bullying is not allowed. Overall, while elementary students feel strongly connected and supported, middle school results indicate a need for ongoing focus on adult-student relationships, school climate, and safety. These findings continue to guide the district's professional development, SEL programming, and site-based student support strategies.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the Spring 2025 student climate survey data shows that students in Ocean View School District generally feel supported by adults and are learning in environments that promote kindness and respect. This is especially true in the elementary grades, where over 90% of 2nd–3rd grade students reported feeling safe at school and believed that teachers and staff care about them. A clear area of strength across all grade levels is the consistent perception that adults encourage respectful behavior, with more than 75% of students in every grade span agreeing that their schools promote kindness and teach that bullying is not allowed. However, the data also point to key areas of need, particularly among middle school students. In grades 6–8, only 68.1% of students reported feeling safe at school, and just 65.5% felt that adults listen to them—both of which are lower than the elementary responses. These trends highlight a need to further strengthen adult-student relationships and ensure that middle school students feel seen, heard, and supported on campus. The results support continued efforts in expanding Social Emotional Learning (SEL), reinforcing PBIS, and using Restorative Practices to improve peer interactions, reduce behavioral concerns, and address issues of belonging. In addition, the data reinforce the importance of addressing school climate through site-based action planning, professional learning on student voice, and focused work on improving conditions for specific groups, including students with disabilities and English learners, who may experience less connection to school based on related metrics in the California School Dashboard.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Ocean View School District continues to take deliberate action in response to local climate data and ongoing performance challenges, particularly in supporting Foster Youth and ensuring a safe, inclusive school environment for all students. Following the 2024 California School Dashboard results, which show Foster Youth scoring Red in both English Language Arts and Mathematics, and Orange in Suspension, OVSD remains identified for Technical Assistance and is working closely with the Orange County Department of Education to accelerate improvement efforts. As part of this process, district and site leaders participate in targeted training focused on restorative practices, behavior supports, and chronic absenteeism.

In response to climate survey results showing that only 68.1% of middle school students feel safe at school and just 65.5% feel listened to by adults, OVSD is strengthening its focus on middle grade supports. Additional Licensed Clinical Social Workers and interns have been assigned to middle schools to provide mental health and behavioral support. Monthly collaboration meetings for School Climate Leads at each site have been expanded to include structured sharing of high-impact strategies, including Positive Behavioral Interventions and Supports (PBIS), peer mentoring, and relationship-building practices. Principals and district staff also continue to meet monthly to review behavior and attendance data and collaborate on systems of support and tiered interventions.

To promote consistent implementation of climate practices across sites, articulation meetings have been enhanced to include walkthrough data tied to Tier 1 behavior expectations and adult-student relationship building. This year, OVSD partnered with family engagement expert Ron Mirr to provide administrators and site teams with training centered on aligning family engagement strategies with site goals for English Language Arts and Mathematics. Through this work, schools are developing more intentional Family Learning Events tied to climate and achievement priorities. Sites are now expected to host 2–3 events annually that emphasize meaningful connections with families, particularly those whose children have been historically underserved. This shift ensures that engagement is not only relational but also instructional in nature, reinforcing student success.

In terms of attendance, site leaders now participate in a more formalized system of monthly data reviews that include root cause analysis and action planning. Incentives for attendance have been expanded, and school sites are encouraged to design culturally relevant, student-centered attendance initiatives. These updates are supported by continued professional development and the alignment of LCAP Actions 2.6 (Foster Youth Support), 2.7 (Mental Health and SEL), and 3.1 (Safe and Welcoming Schools). Through ongoing reflection, OVSD has deepened its commitment to ensuring that every student—especially those most vulnerable—feels safe, supported, and connected to their school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Annually, at the beginning of each school year, departments and school sites verify the appropriateness of student placement in classes to ensure access to the adopted course of study through the Aeries Student Information System. All students, including those who are in the unduplicated group and individuals with special needs, are monitored using the Aeries Student Information System.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student

groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Class schedules are reviewed to ensure all are enrolled in core classes, including English Language Development for Emerging Bilinguals and English Language Arts. Within the Special Education Department, the Special Education Information system (SEIS) Data System is utilized to ensure student programming and placement meet the needs identified within each Individualized Education Program (IEP). A Change of Placement process is used when IEP teams consider a more restrictive placement to ensure all educational programming within the least restrictive environment has been exhausted. Inventory is taken at the beginning of each year to confirm all Special Education staff have access to core instructional materials, except our moderate/severe population who use Unique Learning System (ULS) to deliver instruction. ULS is an online, interactive, standards-based curriculum designed for special-needs students. Foster and Homeless Youth are provided the same access to a rigorous curriculum, interventions, and support as all students. There are no identified barriers for Foster and Homeless Youth, students are enrolled immediately even when lacking documents. Students identified as homeless also continue at their school of origin to maintain continuity.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No barriers exist. All students have a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All students have a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |