



LCFF Budget Overview for Parents

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

CDS Code: 30666130000000

School Year: 2025-26

LEA contact information:

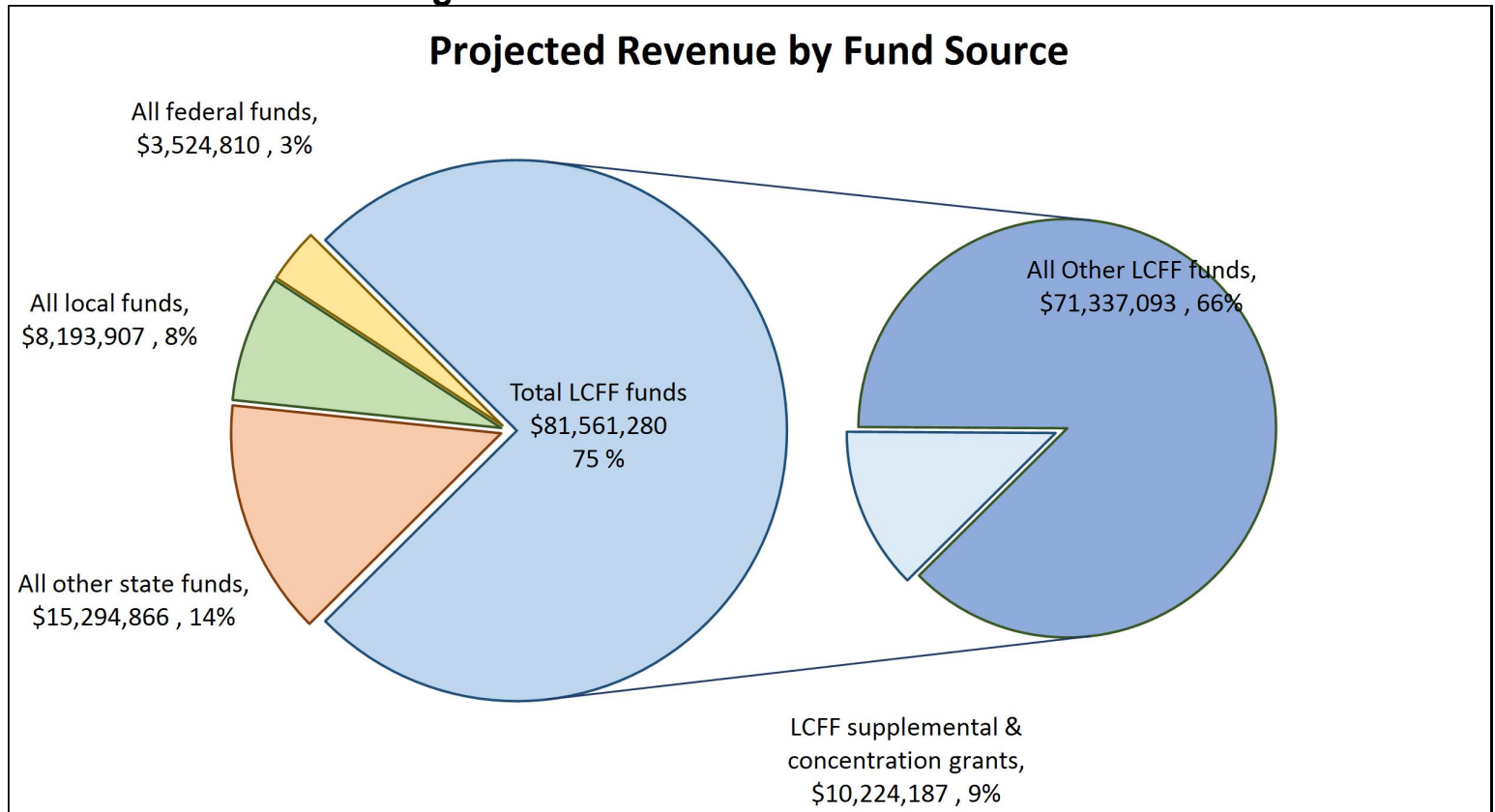
Alice Lee, Ed.D.

Assistant Superintendent, Educational Services

alee@ovsd.org

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

Budget Overview for the 2025-26 School Year

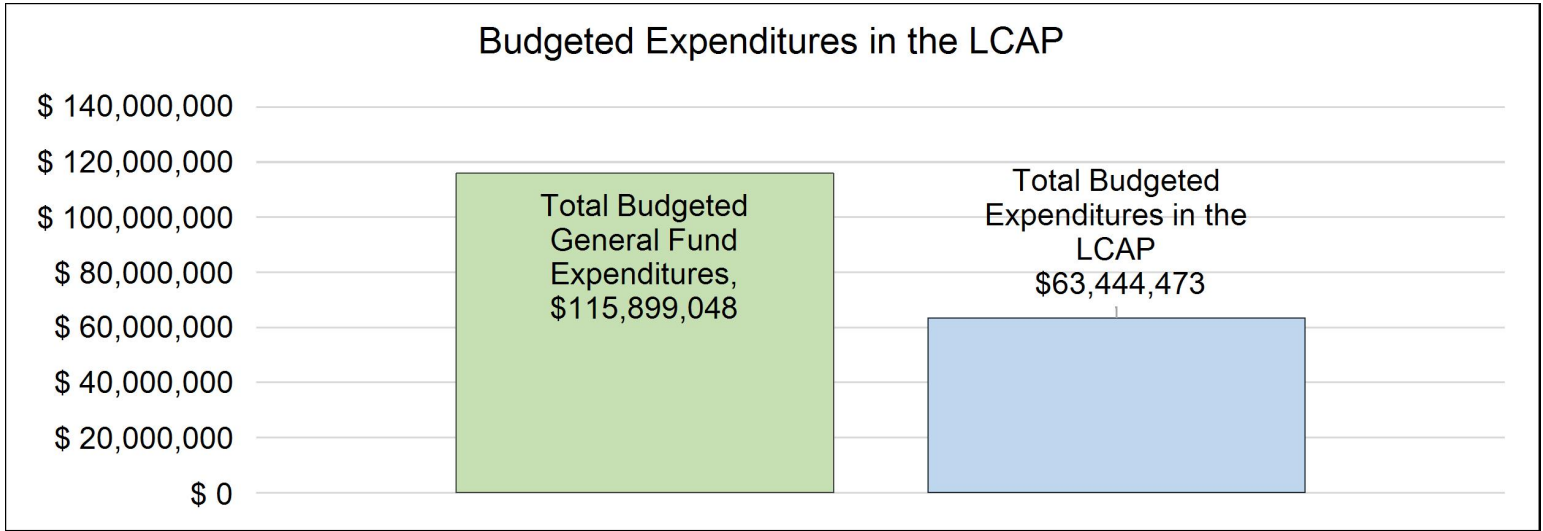


This chart shows the total general purpose revenue Ocean View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ocean View School District is \$108,574,863, of which \$81,561,280 is Local Control Funding Formula (LCFF), \$15,294,866 is other state funds, \$8,193,907 is local funds, and \$3,524,810 is federal funds. Of the \$81,561,280 in LCFF Funds, \$10,224,187 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ocean View School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ocean View School District plans to spend \$115,899,048 for the 2025-26 school year. Of that amount, \$63,444,473 is tied to actions/services in the LCAP and \$52,454,575 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

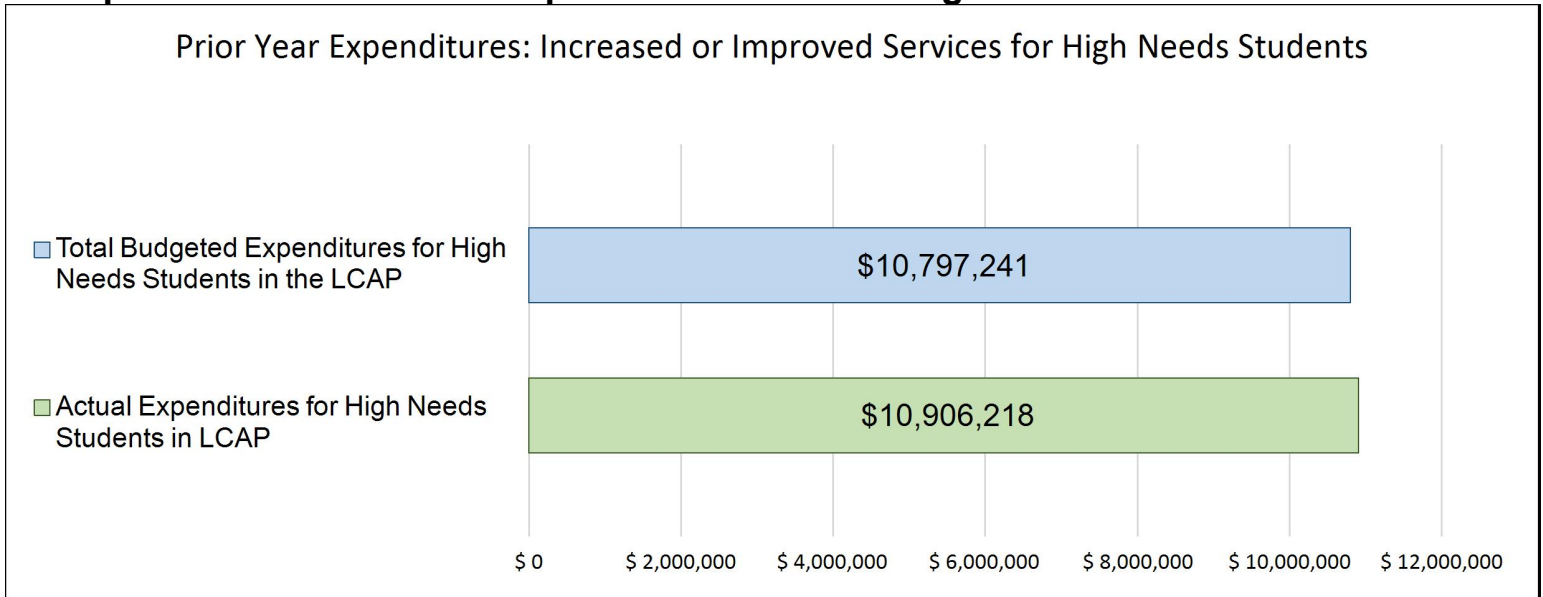
Operational expenses that do not directly target student achievement and outcomes, such as transportation, utilities, and maintenance/operations are excluded. In addition, other programs such as Special Education, Federal and State categorical programs, and Childcare are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Ocean View School District is projecting it will receive \$10,224,187 based on the enrollment of foster youth, English learner, and low-income students. Ocean View School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ocean View School District plans to spend \$10,922,456 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Ocean View School District's LCAP budgeted \$10,797,241 for planned actions to increase or improve services for high needs students. Ocean View School District actually spent \$10,906,218 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean View School District	Alice Lee, Ed.D. Assistant Superintendent, Educational Services	Alee@ovsd.org; 714-847-2551 x1318

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Ocean View School District (OVSD) serves approximately 6,827 students and families from the communities of Huntington Beach, Fountain Valley, Westminster, and Midway City. Located within these boundaries are ten elementary and currently, three middle school campuses with approximately 1,005 employees supporting students. Through a strong governance team, there is an unwavering commitment to student achievement, innovative programs, open and transparent communication, engaging all stakeholders in the decisions of the district, and providing consistent leadership and credibility to one of the oldest school districts in Orange County. The OVSD Board of Trustees is committed to providing all students a rigorous and high-quality educational experience, as evidenced by the intentional alignment of the OVSD Blueprint, the Local Control and Accountability Plan (LCAP), and each individual school’s Single Plan for Student Achievement (SPSA). Trustees believe offering educational program options to the Ocean View community is essential to meet the diverse needs and interests of students and families. The Spanish Dual Language Immersion program at Harbour View is in its 5th year of implementation, joined by the Environmental Science Program at Golden View, Visual and Performing Arts (VAPA) Academy at Westmont, the Science Technology Engineering Arts and Math (STEAM) programs at Lake View Elementary, and the STEAM program at Vista View Middle School. In addition, there are expanded performing arts offerings for middle school students, a comprehensive writing continuum, and an intentional focus on students demonstrating their academic proficiency through a variety of performance-based assessments. OVSD values and appreciates the rich diversity of its students, families, and communities. Our student population consists of 32.2% white, 42.1 Hispanic, 13.8% Asian, 7.6 two or more races, and 4.3% other. Through increased communication and engagement activities, Ocean View celebrates employees and parents as partners in the design, delivery, and evaluation of school and District programs and services. In Ocean View, teachers, classified support staff, parents, leadership, and the Board of Trustees value the contributions each educational partner brings to continuous improvement efforts and commitment to student success.

Reflections: Annual Performance

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

In the 2024-25 school year, the Ocean View School District prioritized fostering connections and relationships, emphasizing the Multi-tiered System of Support (MTSS) with the addition of Universal Design for Learning (UDL) to enhance student achievement. According to the California School Dashboard, the All Students group performance was Green (above standard) in Language Arts and Suspension, and Yellow in mathematics. However, the English Language Proficiency Indicator (ELPI) and Chronic Absenteeism Student Group data indicated a need for continued growth and improvement.

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

Additionally, efforts were directed towards enhancing school climate and student engagement, resulting in decreased rates of chronic absenteeism and and in overall suspension data. Chronic absenteeism, affected approximately ten percent of students, with higher rates observed among specific groups such as English Learners, Students With Disabilities, Low-Income, Foster Youth, and Homeless students. According to the California School Dashboard, chronic absenteeism was at the Yellow status for the All Student groups in 2024. Although suspension rates remained relatively low in elementary schools and moderate in middle schools, there was a recognized need to further develop behavioral support systems of support, especially for Foster Youth and Long-term English learners. Input from educational partners emphasized the importance of prioritizing students' social, emotional, and mental well-being, leading to ongoing refinement of Multi-Tiered Systems of Support (MTSS), implementation of Universal Design for Learning (UDL) and social-emotional activities aimed at strengthening school climate, reducing chronic absenteeism, suspensions, and fostering connections between students and staff.

ELA
District:
All students' Green Status (Maintained -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)
Students with Disabilities: Red (Maintained 0.8 points; -76.3 points below standard)
Foster Youth: Red (Decreased 20.9 points; -96.4 points below standard)
Homeless: Orange (Decreased 3.6 points; -33.0 points below standard)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Golden View: English learner and Students with Disabilities (Red)

Oak View: Students with Disabilities (Red)
Star View: Students with Disabilities (Red)
Village View: Students with Disabilities (Red)
Vista View: Students with Disabilities (Red) and Long-term English Learners (Red)

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

ELA
District:
Foster Youth (Red)
Site:
Mesa View: Students with Disabilities (Red)
Spring View: Homeless (Red)
Village View: Students with Disabilities (Red)

MATH
District:
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)
Low-income: Yellow (Maintained 0.3 points; -34.3 points below standard)
Students with Disabilities: Orange (Maintained 2.8 points; -92.9 points below standard)
Foster Youth: Red (Decreased 52.7 points; -144 points below standard)
Homeless: Orange (Maintained -2.3 points; -47.3 points below standard)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

Golden View: Students with Disabilities (Red)
Vista View: Long-term English Learners (Red)
Westmont: Vista View: Students with Disabilities (Red)

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

Site:
Marine View: English Learners (Red)
Spring View: Homeless (Red)
Village View: Students with Disabilities (Red)
Vista View: Students with Disabilities (Red)

ENGLISH LANGUAGE PROFICIENCY INDICATOR (ELPI)

District:
Orange Status (Declined - 47.2% making yearly progress)

The following sites have student groups that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

College View: (Red)

Oak View: (Red)

Westmont: (Red)

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

Spring View: All (Red)

Vista View: All (Red)

CHRONIC ABSENTEEISM

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)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

College View: Students with Disabilities (Red)

Harbor View: Hispanic (Red)

Hope View: English learners (ATSI), Low Income, Students with Disabilities (Red)

Lake View: Students with Disabilities, Two or more races (Red)

Mesa View: Students with Disabilities (Red)

Village View: Low Income, Hispanic, Two or more races (Red)

Westmont: Homeless (Red)

Spring View: Low Income (Red)

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

Site:

Circle View: Students with Disabilities (Red)

College View: Hispanic (Red)

Hope View: English Learners (Red)

Mesa View: English Learners and Homeless (Red)

Village View: Students with Disabilities (Red)

SUSPENSION

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 (Decreased 1% or more; 2.4% or less)
Foster Youth: Orange (Decreased 1.9% or more; 8.3% or less)
African American Youth: Yellow (Decreased 3.7% or more, 3.6% or less)
Homeless: Green (Decreased 0.6% or more; 2.3% or less)

There were no sites that have student group(s) that received the lowest performance level on one or more state indicators on the 2024 Dashboard.

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

District:

Foster Youth: (Red)
African America: (Red)

Site:

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

SCIENCE

District: No Performance Color

All Student Group: 6.5 points below standard (-1.1 points)

English Learners: 19.8 points below standard (+0.4 points)

Hispanic: 15.5 points below standard (+0.1 points)

Homeless: 16.7 points below standard (+1.8 points)

Long-Term English Learners: 30.5 points below standard (+2.6 points)

Low Income: 13.5 points below standard (-0.6 points)

Students with Disabilities: 20.6 points below standard (+4.9 points)

White: 0.5 points below standard (-1.3 points)

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

Ocean View School District was identified for Technical Assistance (2023-24) and continues to work with the County Office of Education partners for progress monitoring (2024-25) to identify and support all schools meeting criteria for Additional Targeted Support and Assistance (ATSI) and accelerate improvement districtwide for Foster Youth to exit Differentiated Assistance Status (DAS).

Hope View School remains identified as ATSI based on the English Learner subgroup that scored Red on the California Dashboard for Chronic Absenteeism;
Districtwide, Foster Youth scored Red in ELA and Math, based on the 2024 CA School Dashboard. Actions to address these barriers are outlined in Hope View's 2024-25 School Plan for Student Achievement, and LCAP Actions 2.6 and 2.7.

Learning Recovery and Emergency Block Grant

After conducting a comprehensive needs assessment, should additional LREBG funding become available, OVSD has determined it will use LREBG funding to support the following actions: 1.2 and 3.6. These actions are aligned with allowable uses under California Educational Code requirements for LREBG funding.

Reflections: Technical Assistance

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

In 2023–24, Ocean View School District was identified for Technical Assistance and continues working with the Orange County Department of Education to support all schools and accelerate improvement, particularly for Foster Youth, to exit Differentiated Assistance Status (DAS). According to the 2024 CA School Dashboard, districtwide Foster Youth scored Red in ELA and Math and improved from Red to Orange in Suspensions.

Analysis of the CA Dashboard, CAASPP, and internal district data indicates performance challenges stem from inconsistent schoolwide practices and a lack of alignment across the district.

To address this, Ocean View School District uses a strategic, data-informed approach focused on all student groups, with an emphasis on Foster Youth. This includes implementing evidence-based instructional strategies, providing ongoing professional development (Action 2.3), and regularly reviewing student progress to enhance academic achievement and well-being.

As a result, the district implemented the following actions: 1) Monthly data meetings with principals, counselors, and instructional leaders to analyze suspension, attendance, and academic data. 2) Use of walk-through tools and site-level data to monitor Tier 1–3 strategies. 3) Progress tracking through the OCDE Progress Monitoring Tool. 4) Regular stakeholder input—including from parents, union members, and staff—to guide continuous improvement.

District and site leaders participate in various training sessions as well as OCDE-led trainings focused on attendance, discipline, and school climate. Implementation of alternative means to suspensions are used and help determine the best interventions for students in need. Increased counseling support at all school sites to assist with academic and behavioral challenges.

The district has established transparent systems for monitoring chronic absenteeism and behavior, emphasizing preventative and restorative approaches. Principals meet monthly with district staff to review attendance data, identify barriers, and develop incentive-based strategies to promote student attendance.

Principals also collaborate with the district Foster Youth Coordinator to build strong school-home connections and support improvements in attendance and behavior. Foster Youth needs are embedded into quarterly data reviews and strategic planning.

Additionally, the district partnered with Ron Mirr to provide professional learning on Family Engagement, aligning family events with School Plan for Student Achievement goals.

This comprehensive, collaborative, data-driven approach is building districtwide capacity, promoting instructional coherence, and ensuring that our most vulnerable students—particularly Foster Youth—receive the academic, social, and emotional support they need to succeed.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partners	<p>The engagement process for the 2024/25-2026/27 LCAP began with engaging our educational community partners. Throughout February and March input sessions were held with various partners (Administrators, teachers, unions, parents, etc.) to solicit ideas and feedback. Additionally from February 3-21, a parent community survey to determine the level of support for the existing LCAP and recommended changes was provided to the community.</p> <p>Simultaneously, to facilitate school-specific input from every site, Student Focus Groups were held with third through eighth grade representatives including discussions during School Site Council meetings. The annual District survey was administered as a measure of satisfaction and continuous improvement and District Parent Community meetings were held on February 13 and April 22. Finally, the Board of Trustees was provided an update during a regularly scheduled meeting on March 25 with an overview of the educational partner engagement meetings and their input and an additional update was provided April 29. Final edits were made and the LCAP was posted on the district website in preparation for the Public Hearing during the regular Board Meeting on June 10. Together, the LCAP update was influenced by more than 2,087 individuals.</p> <p>OVSD values and appreciates the rich diversity of its students, families, and communities. Through increased communication and engagement activities, Ocean View celebrates employees and</p>

Educational Partner(s)	Process for Engagement
	parents as partners in the design, delivery, and evaluation of school and District programs and services. In Ocean View, teachers, classified support staff, parents, leadership, and the Board of Trustees value the contributions each partner (individually and collectively) brings to continuous improvement efforts and commitment to student success.
Optimist Club	The 2024-25 LCAP draft was presented to the Huntington Beach Optimist Club on January 7.
School Site Council (SSC)	The 2024-25 LCAP draft was presented to the School Site Council/English Language Advisory Committee at all 13 school sites during January 20 - February 14.
Student Focus Groups	Student Focus Groups were held with third through eighth grade representatives during the period of February 3-21. Students provided input regarding the learning process, engagement, mental health, school safety, and ideas for creating a welcoming and supportive school environment.
Leadership Team - Comprises approximately 54 classified and certificated District leaders: Superintendent, Assistant Superintendent, Fiscal Services, Deputy Superintendent, Human Resources, Assistant Superintendent Educational Services, Director, Student Services, Director/Coordinator, Teaching & Learning, Director/Coordinator Special Education, Executive Director Facilities, & Transportation, Director Food & Nutrition Services, Director, Information Technology, Director Purchasing, Coordinator Child Development programs, Director Classified Personnel, Administrative Assistants, 13 School Site Principals, 3 Assistant Principals, and School Psychologists etc.	The 2024-25 LCAP draft survey was presented to the District Leadership Team consisting of 40 classified and certificated Leaders on February 3-14. Additionally, site School Office Managers and Clerks were also provided the survey for input.
PTA/O/PTSA/SO Presidents' Roundtable	The 2024-25 LCAP draft was presented to the PTA/O/PTSA/SO Presidents' Roundtable on February 3.
Huntington Beach Unified High School District, Education Services Department	The 2024-25 LCAP draft was presented to the Huntington Beach Unified High School District, Education Services Department on February 6.
Board of Trustees	Mid-Year Report was presented to the Board of Trustees at a regularly scheduled meeting on February 11, 2025, and provided guidance and feedback on and March 25, 2025.

Educational Partner(s)	Process for Engagement
Ocean View Teachers Association (OVTA) which includes union leaders, teacher bargaining representatives, key teacher representatives from school sites, and special education representation.	The 2024-25 LCAP draft was presented to Ocean View Teachers Association for input on February 12. Feedback supported existing goals with minor adjustments to terminology such as strengthening and enhancing programs.
West Orange County Consortium Special Ed (WOCCSE)	The 2024-25 LCAP draft was presented to the area SELPA Administrator on February 13, who reiterated the need for supporting student behavior.
California School Employee Association (CSEA) , Chapter 375 including classified leaders, bargaining representatives, department and site representation.	The 2024-25 LCAP draft was presented to OVSD California School Employee Association, Chapter 375 for feedback on February 13. CSEA agreed with the proposed goals and actions.
Parent Community Meetings	The 2024-25 LCAP draft was presented during two evening sessions on February 13 and April 22.
District English Learner Advisory Committee (DELAC)	The 2045-25 LCAP draft was presented to District English Learner Advisory Committee on February 19.
Board of Trustees	The Board of Trustees were provided an update on the Educational Partner Engagement process and feedback regarding the draft 2024-25 LCAP on March 25, 2025.
Board of Trustees	The Board of Trustees were provided an update on the Actions and Metrics regarding the draft 2024-25 LCAP on April 29, 2025.
Board of Trustees	The 2024-25 LCAP draft was presented to the Board of Trustees at a Public Hearing during the regular Board Meeting on June 11.
Board of Trustees	The 2024-25 LCAP draft will be recommended for approval at a regularly scheduled Board of Trustees meeting on June 25.

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

The core program outlined in the 2025-2026 LCAP was supported by students, parents/guardians, and staff. Of the more than 1,850 responses, there was strong agreement and support for all three goals and actions associated with them. 97% of parents supported Goal 1, 94% supported Goal 2 which is an increase from 87%, and 96% supported Goal 3 which is an increase from 93%. There were no significant changes to the core program recommended, and no additional actions were added.

Goal 1 - Action 1.1:

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

Goal 1 - Action 1.3 and 1.6:

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

Goal 1 - Action 1.7:

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

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

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

Goal 3 - Action 3.1

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

Educational partner input influenced commonalities and the priorities for implementation listed above. LCAP funds for the 2025- 2026 school year may be redirected due to State funds and the Educator Effectiveness Block Grant.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
--

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Indicator - Teachers: Appropriately Assigned Source: Local Indicator	100% Appropriately Assigned Elementary: 2 interns, 2 short-term student permits Middle: 1 intern, 9 letters of consent	100% Appropriately Assigned Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns Middle:		100% Appropriately Assigned	maintained 100% Appropriately Assigned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1 short-term staff permit (SDC M/S) 1 Intern 6 letters of consent			
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	maintained 100%
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	14 to 13 schools +3 Exemplary -3 Good 0 Fair
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	Maintained Full Implementation
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	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Assessments - English Language Arts for All Students: Standard Met and Exceeded Source: CAASPP	57.70% Scoring Meets or Exceeds Corrected 58.17%	57.70 % Scoring Meets or Exceeds		65% scoring Meets or Exceeds	-0.47% Scoring Meets or Exceeds
1.7	CAASPP Assessments - Mathematics for All Students: Standard Met and Exceeded Source: CAASPP	51.50% scoring Meets or Exceeds Corrected 51.40%	51.50% scoring Meets or Exceeds		59% scoring Meets or Exceeds	+0.1% 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%	All Students: 59.3%		70% scoring At or Above Grade Level	All Students: -2.7%
1.9	iReady Math (End of Year Diagnostic) for All Students: At or Above Grade Level Source: iReady Local Assessment	All Students: 59%	All Students: 54.5%		70% scoring At or Above Grade Level	All Students: -4.5%
1.10	CA Dashboard - ELA Source: CA School Dashboard	2023 CA School Dashboard	2024 CA School Dashboard		Green Status (Increase 3-	2024 CA School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)		15 points; +17 or more points above standard)	decreased -1.2 points above standard
1.11	CA Dashboard - Math Source: CA School Dashboard	2023 CA School Dashboard All students Green Status (+5.7 points; 0.7 points below standard)	2024 CA School Dashboard 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)	2024 CA School Dashboard decreased -0.1 points below standard
1.12	CA Dashboard - English Language Progress Indicator (ELPI) Source: CA School Dashboard	2023 CA School Dashboard Orange Status (-2.3%; 51.9% making yearly progress)	2024 CA School Dashboard Orange Status (-4.7%; 47.2% making yearly progress)		Green Status (Increase at least 3.1%; 55% or higher making yearly progress)	2024 CA School Dashboard decreased -4.7%
1.13	Annual Parent Survey Response - Strongly Agree/Agree: "My child is receiving a high quality education in OVSD." Source: OVSD Parent Survey	91%	91%		Maintain 90% or above	0%
1.14	Annual Parent Survey Response - Strongly Agree/Agree: "I see	93%	93%		Maintain 90% or above	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	evidence of my child's learning."					
1.15	Annual Parent Survey Response - Strongly Agree/Agree: "My child enjoys going to school."	90%	90%		Maintain 90% or above	0%
1.16	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "When you are at school, are you happy to be there?"	79%	79%		85%	0%
1.17	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "When you are at school, are you happy to be there?"	73%	73%		80%	0%
1.18	OVSD Climate Survey 6th-8th Grade Response - Most of the Time/Always: "When you are at school, are you happy to be there?"	54%	54%		60%	0%

Goal Analysis [2024-25]

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

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

All actions 1.1 - 1.7 were effectively implemented as planned. Recruiting, hiring, and retaining qualified certificated, classified, and administrative staff continues to be a priority and difficult particularly for certain classified positions in high demand (Action 1.1). All teachers and support staff had access to Board-adopted core curriculum and locally identified assessments (Action 1.2). Professional development was effectively implemented as planned. (Action 1.2). Students in elementary through middle grades continue to be offered well-rounded educational experiences (Actions 1.3 and 1.6), access to innovative programs (Action 1.5), and options for students identified for the Gifted and Talented Education (GATE) program (Action 1.7). The Spanish Dual Language Immersion program continues to grow and in 2024-25

was provided to Kindergarten through fifth grade students. Additionally, administrators and teacher leaders were provided with leadership development opportunities (Action 1.4).

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

Actions 1.1, 1.3, 1.4, 1.5, and 1.6 reflect differences in funding sources rather than actual expenditures. For Action 1.1, all funds were expended as planned to support competitive compensation and staff recruitment. Action 1.5 and Action 1.6 were supported using one-time Learning Recovery Emergency Block Grant (LREBG) funds rather than the original budgeted sources. Furthermore, the Action 1.5 difference involved the movement of our Dual Language Immersion (DLI) staff salaries to Learning Recovery Emergency Block Grant funding. For Action 1.2, additional standards-based instructional materials were purchased and some professional development was funded through Educator Effectiveness funds, aligning with the goal of strengthening instructional practices. Actions 1.3 Initially had budgeted an additional Assistant Middle School Principal for Vista View Middle School due to the Spring View Middle School closure after 2023-24 school year. Position will not be budgeted in the 2024-25 school year. and Action 1.4 saw an increase in expenses for 24-25 with professional development that would coincide with planned professional development with educator effectiveness expenses. For Action 1.7, a portion of the allocated funds was spent; however, overall expenditures were less than anticipated due to few teachers participating in training.

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

The June 2025 i-Ready Diagnostic results indicate substantial academic gains in English Language Arts and Mathematics among K–8 students across key student groups. In English Language Arts, the percentage of students performing at or above grade level increased by 21.6% districtwide. English Learners improved by 18.1%, Low-Income students by 20.7%, Students with Disabilities by 13.8%, Foster Youth by 13.0%, and Homeless students by 20.5%. In Mathematics, districtwide growth in the percentage of students achieving at or above grade level was 25.9%. Notably, English Learners gained 18.6%, Low-Income students rose by 22.8%, Students with Disabilities by 11.6%, Foster Youth by 10.1%, and Homeless students by 22.2%. With over 82% of students in ELA and nearly 90% in Math showing individual scale score growth over the school year, the implementation of structured supports and focused professional development has played a key role in accelerating learning outcomes for all students. Although significant individual growth was observed across student groups, the overall percentage of students scoring at or above grade level in both ELA (59.3%) and Math (54.5%) reflected a slight decline from the previous year’s baselines of 62% and 59%, respectively. This year, students in grades 3–8 completed the third i-Ready diagnostic earlier than usual—between mid-March and early April—to provide timely data for instructional planning and targeted interventions. The earlier administration likely influenced the year-end comparison, as students had less instructional time to demonstrate end-of-year mastery.

The district is awaiting the 2024-2025 CAASPP scores, which will be reported once they become available. The 2023-24 California Dashboard results received in December 2024 indicate the need to better meet the needs of students and achieve the target Green level. In ELA, overall the All Student group maintained Green (high) status, while English Learners, Homeless, Low-income, Long-Term English Learners, and Hispanic scored at the Orange (low) level. The African American group maintained Yellow (medium) level. Foster Youth scored at the lowest level Red (very low) along with Students with Disabilities. In math, overall the All Student group scored Yellow (medium) status, while some student groups maintained Orange (low). The African American group increased from Orange (low) to Yellow (medium) status. The Hispanic subgroup decreased from Yellow (medium) to Orange (low) and the Foster Youth decreased to Red (very low) status.

Overall, our Chronic Absenteeism decreased from 14.4% to 11.7% and maintained Yellow (medium) status. Every student group demonstrated improvement, with the exception of the African American subgroup. English learners, Low-income, Long-Term English Learners, Asian, and Hispanic achieved Yellow (medium) while Foster Youth, Homeless, and Students with Disabilities achieved at the Orange (low) level. The African American group scored in the Red (very low) status while the Two or More races, Filipino, and White student groups increased to Green (high) status. The suspension rate declined and the All Student group achieved Green (high) status along with the majority of Unduplicated Pupils and other student groups. The African American achieved Yellow (medium) status from Red (very low) status previously, and Foster Youth achieved Orange (low) status from Red (very low) status previously. Additionally, the English Language Proficiency Indicator (ELPI) did not reach the Green (high) target and was Orange (low). Although progress varies among Unduplicated Pupils and other student groups, increasing achievement comparable to the All students continues to be an area of focus and challenge.

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

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

OVSD will continue to provide competitive compensation to support student achievement. Classified recruitment is improving. However, due to declining enrollment, at the end of each school year, OVSD released temporary teachers including 19 teaching positions in 2024-25.

Professional Development | Actions 1.2 and 1.4

In analyzing the data and action steps, professional development for teachers (1.2) and district leaders (1.4) supported growth in student achievement. New Principals and School Office Manager teams attended Break Through Coaching to train the teams on structures to help leaders in meeting school goals. Professional development advanced teachers' capacity to strengthen student writing. All elementary and middle school teachers engaged in multiple professional development sessions focused on opinion and information for elementary level and middle school focused on researched-based strategies to increase rigor with writing as a focus each of the content areas, and as well as i-Ready training, which emphasized the use of data-driven decisions and scaffolding for small group instruction.

Throughout the year, staff also participated in continued professional development on Universal Design for Learning (UDL) strategies, instruction on English Language Development (ELD), and to harness artificial intelligence (AI) to address a broad range of academic needs. Furthermore, on the student-free days of November 1st, and January 27th, all teachers participated in writing support along with the principles of Universal Design for Learning (UDL) to further academic achievement and incorporate artificial intelligence (AI) to support lesson planning and instructional experiences. Additionally, optional UDL training was made available during the summer allowing interested teachers to enhance their instructional strategies.

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

OVSD enhanced instructional programs and offerings during the 2024-25 year. Knowing that robust and well-rounded programs encourage and motivate students to attend school, higher attendance levels will positively impact student achievement in all academic areas. In fact, Chronic Absenteeism declined during the 2024-25 school year by -1.08% from the previous school year and OVSD will continue its efforts to exceed the challenge to engage students in learning and improve attendance for significant Unduplicated Pupils and other student groups.

Middle school elective offerings (1.3 and 1.6) included industrial arts, robotics, culinary arts, esports, gardening, visual/audio tech classes, the Visual and Performing Arts, and additional elective offerings.

Innovative schools and programs (1.5) showed growth and the Spanish Dual Language Immersion program expanded to fifth grade. Another round of 27 teachers and administrators participated in GATE certification training for the 2024-2025 school year, totaling more than 118 GATE certified staff districtwide. (1.2, 1.4, and 1.7.)

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

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

Based on educational feedback from teachers and leadership, for the 2025–26 school year, the planned goal and actions for Goal 1 will remain the same; however, some updates have been made based on reflection and stakeholder input. Under Action 1.3, OVSD will continue to prioritize and expand comprehensive and well-rounded elective offerings at the middle school level, as these have been shown to increase student engagement and school connectedness. Similar to Action 1.3, Action 1.6 also emphasizes providing access to a range of experiences including project-based learning experiences to increase engagement and school connectedness. Based on stakeholder input and analysis of post-pandemic trends, target outcomes for CAASPP English Language Arts and Mathematics metrics have been adjusted to 65% for English Language Arts and 59% for Mathematics. To better reflect stakeholder engagement and perceptions of educational quality, Ocean View has also added additional survey metrics. These include maintaining strong parent responses indicating belief in the district's ability to provide a high-quality education, seeing evidence of their child's learning, and students reporting that they enjoy being at school. These measures highlight the district's continued focus on academic excellence and student well-being. Additionally, receiving student feedback will also be measured through Student Climate Survey responses of feeling happy when at school.

Should additional LREBG funding become available, funding will be allocated to action 1.2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attract, Hire, and Retain Highly Effective Staff	Recognition that classroom teacher effectiveness has the strongest impact on student achievement, followed by the site administrator, and the need for professional support; OVSD will continue to focus on attracting, hiring, and retaining qualified certificated, classified, and administrative staff.	\$48,660,550.00	No
1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	Teachers and staff need access to Board-adopted core curriculum, local assessments, and high-quality professional development to provide targeted instruction based on individual needs. Student achievement and English language acquisition, especially for English learners, will increase through access to Standards-based materials across all content areas, including English Language Development (ELD) and utilization of effective instructional strategies driven by data analysis and student needs. Should additional LREBG funding become available, funding will be allocated to action 1.2. Dollar amounts will be provided at the midyear update. This action's effectiveness will be measured by 1.4, 1.6, 1.7. Evaluation of a Tiered Model for Staff Development in Writing. Pritchard, Ruie Jane; Marshall, Jon C. (1994). Research in the Teaching of English, v28 n3 p259-85. Retrieved from: https://eric.ed.gov/?id=EJ494580	\$57,443.00	No
1.3	Comprehensive Middle School Program	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.	\$714,099.00	No
1.4	Leadership Development	Build the leadership capacity of District and site leaders through professional development opportunities for administrators and teacher leaders.	\$96,251.00	No
1.5	Innovative Schools & Program	Continue to provide parent options through sustaining innovative schools and programs including Environmental Science, Marine Science, Science	\$1,034,120.00	No

Action #	Title	Description	Total Funds	Contributing
		Technology Engineering Arts Math (STEAM), Visual and Performing Arts (VAPA), and Dual Language Immersion (DLI).		
1.6	Well-Rounded Educational Experiences	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.	\$762,755.00	No
1.7	Gifted and Talented Education (GATE) Programs	Provide all students with rigorous and developmentally appropriate educational experiences utilizing the Universal Design for Learning (UDL) framework while supporting and enhancing the GATE magnet and cluster programs.	\$124,981.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
--

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>iReady Reading: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group</p> <p>Source: iReady Local Assessment</p>	<p>All Student Group: 21% English Learners: 19% Low-income: 20% Foster Youth: 7% Homeless: 20%</p>	<p>All Student Group: 21.6% English Learners: 18.1% Low-income: 20.7% Foster Youth: 13% Homeless: 14.3%</p>		<p>All Student Group: 15% English Learners: 18% Low-income: 20% Foster Youth: 25% Homeless: 25%</p>	<p>All Student Group: +0.6% English Learners: -0.9% Low-income: +0.7% Foster Youth: +6% Homeless: -5.7%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	iReady Math: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group Source: iReady Local Assessment	All Student Group: 29% English Learners: 21% Low-income: 27% Foster Youth: 10% Homeless: 24%	All Student Group: 25.9% English Learners: 18.6% Low-income: 22.8% Foster Youth: 10.1% Homeless: 20.3%		All Student Group: 20% English Learners: 30% Low-income: 33% Foster Youth: 33% Homeless: 30%	All Student Group: -3.1% English Learners: -2.4% Low-income: -4.2% Foster Youth: +0.1% Homeless: -3.7%
2.3	iReady Reading: % at At or Above All Student Group and Unduplicated Pupils Source: iReady Local Assessment	All Students: 62% English Learners: 27% Low Income: 50% Students with Disabilities: 26% Foster Youth: 26% Homeless: 43%	All Student Group: 59.3% English Learners: 23.5% Low-income: 47.2% Students with Disabilities: 24.8% Foster Youth: 25% Homeless: 36.6%		All Students: 64% English Learners: 30% Low Income: 55% Students with Disabilities: 28% Foster Youth: 40% Homeless: 45%	All Student Group: -2.7% English Learners: -3.5% Low-income: -2.8% Students with Disabilities: -1.2% Foster Youth: -1% Homeless: -6.4%
2.4	iReady Math: % at At or Above All Student Group and Unduplicated Pupils Source: iReady Local Assessment	All Students: 59% English Learners: 28% Low Income: 47% Students with Disabilities: 26% Foster Youth: 19% Homeless: 39%	All Student Group: 54.5% English Learners: 22.5% Low-income: 41.8% Students with Disabilities: 19.8% Foster Youth: 14.3% Homeless: 37.1%		All Students: 64% English Learners: 32% Low Income: 53% Students with Disabilities: 28% Foster Youth: 37% Homeless: 45%	All Student Group: -4.5% English Learners: -5.5% Low-income: -5.2% Students with Disabilities: -6.2% Foster Youth: -4.7% Homeless: -1.9%
2.5	CAASPP Assessments - English Language Arts for Student Groups:	Scoring Meets or Exceeds	Scoring Meets or Exceeds		Scoring Meets or Exceeds	Scoring Meets or Exceeds

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard Met and Exceeded Source: CAASPP	English Learners: 11.53% Low Income: 44.56% Students with Disabilities: 19.58% Long-Term English Learners: 4.14% Homeless: 40.47%	English Learners: 7.16% Low Income: 47.39% Students with Disabilities: 19.26% Long-Term English Learners: 3.70% Homeless: 37.89%		English Learners: 20% Low Income: 55% Students with Disabilities: 25% Homeless: 45% Long-Term English Learners: 15%	English Learners: -4.37% Low Income: +2.83% Students with Disabilities: -0.32% Long-Term English Learners: -0.44% Homeless: -2.58%
2.6	CAASPP Assessments - Mathematics for Student Groups: Standard Met and Exceeded Source: CAASPP	Scoring Meets or Exceeds English Learners: 16.98% Low Income: 38.31% Students with Disabilities: 20.99% Long-Term English Learners: 4.14% Homeless: 33.77%	Scoring Meets or Exceeds English Learners: 12.54% Low Income: 41.06% Students with Disabilities: 19.23% Long-Term English Learners: 1.85% Homeless: 34.79%		Scoring Meets or Exceeds English Learners: 23% Low Income 45% Students with Disabilities: 25% Homeless: 42% Long-Term English Learners: 15%	Scoring Meets or Exceeds English Learners: -4.44% Low Income +2.75% Students with Disabilities: -1.76% Long-Term English Learners: -2.29% Homeless: +1.02%
2.7	CA Dashboard - ELA District-wide Source: CA School Dashboard	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) Low-income: Orange (Maintained 1.7 points; -	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		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	All Student Group: decreased 1.2 points above standard English Learners: decreased 0.8 points below standard Low-income: increased +0.7 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.8 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Foster Youth: Red (Decreased 23.4 points; -75.7 points below standard) Homeless: Yellow (Increased 17.9 points; -29.4 points below standard)	points below standard) Low-income: Orange (Maintained 0.7 points; -16.1 points below standard) Students with Disabilities: Red (Maintained 0.8 points; -76.3 points below standard) Foster Youth: Red (Decreased 20.9 points; -96.4 points below standard) Homeless: Orange (Decreased 3.6 points; -33.0 points below standard)		(Increase 3-15; -10 or less below standard) Students with Disabilities: Yellow (increase 3-15; 70.0 or less below standard) Foster Youth: Yellow (Increase 3-15; -49.2 or less below standard) Homeless: Yellow (Increase 3-15; -25 or less below standard)	Students with Disabilities: increased +0.8 points below standard Foster Youth: decreased -20.7 points below standard Homeless: decreased -3.6 points below standard
2.8	CA Dashboard - ELA School and Student Group Source: CA School Dashboard	2023 CA School Dashboard: SPRING VIEW: Homeless: Red (Decreased 23.1 points; -73.6 points below standard) VILLAGE VIEW: Students with Disabilities: Red (Decreased -13.2 points; -100.0 points below standard)	2024 CA School Dashboard: SPRING VIEW: Homeless: No color (Increased 41.6 points; -32 points below standard) VILLAGE VIEW: Students with Disabilities: Red (Maintained 0.5 points; -99.5 points below standard)		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)	SPRING VIEW: Homeless: increased +41.6 points below standard VILLAGE VIEW: increased +0.5 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	CA Dashboard - Math District Source: CA School Dashboard	2023 CA School Dashboard: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; -34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)	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) Low-income: Yellow (Maintained 0.3 points; -34.3 points below standard) Students with Disabilities: Orange (Maintained 2.8 points; -92.9 points below standard) Foster Youth: Red (Decreased 52.7 points; -144 points below standard) Homeless: Orange (Maintained -2.3 points; -47.3 points below standard)		All Student Group: Green (Increase 3-15; +15.0 or more above standard) English Learners: Yellow (Increase 3-15; -30.0 or less below standard) Low-income: Green (Increase 3-15; -25.0 or less below standard) Students with Disabilities: Yellow (Increase 3-15; 80.0 or less below standard) Foster Youth: Yellow (Increase 3-15; -80.0 or less below standard) Homeless: Green (Increase 3-15; -25.0 or less below standard)	All Student Group: decreased -0.1 points below standard English Learners: decreased -2.1 points below standard Low-income: increased +0.37 points below standard Students with Disabilities: increased +2.8 points below standard Foster Youth: decreased -52.7 points below standard Homeless: decreased -2.3 points below standard
2.10	CA Dashboard - Math School and Student Group	2023 CA School Dashboard: MARINE VIEW:	2024 CA School Dashboard: MARINE VIEW:		MARINE VIEW English Learners: Orange (Increase	MARINE VIEW: English Learners:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	English Learners: Red (Decreased 9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (Decreased 9.3 points; -112.6 points below standard) VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points; 145.4 points below standard)	English Learners: Yellow (Increased 29.8 points; 80.5 points below standard) SPRING VIEW Homeless: No color (Increased 58.9 points; 53.7 points below standard) VISTA VIEW: Students with Disabilities: Orange (increased 11.8 points; 133.7 points below standard)		3-15; -85.0 or less below standard) SPRING VIEW Homeless: Orange (Increase 3-15; -85.0 or less below standard) Orange (Increase 3-15; -75.0 or less below standard) VISTA VIEW Orange (Increase 3-15; -110.0% or less below standard)	increased +29.8 points below standard SPRING VIEW Homeless: increased +58.9 points below standard VISTA VIEW: Students with Disabilities: increased +11.8 points below standard
2.11	CA Dashboard - Chronic Absenteeism District Source: CA School Dashboard	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%;	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		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:	All Student Group: Decreased 2.7% English Learners: Decreased 4% Low-income: Decreased 3.9% Students with Disabilities: Decreased 1.7% Foster Youth: Decreased 27.6% Homeless: Decreased 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.6% chronically absent) Foster Youth: Orange (Decreased 6.8%; 50% chronically absent) Homeless: Yellow (Decreased 11.9%; 23.4% chronically absent)	(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)		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: CA School Dashboard	2023 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Red (Increased 14.1%; 30.1% chronically absent) COLLEGE VIEW Hispanic: Red (Increased 0.5%; 21.4% chronically absent) HOPE VIEW English Learners: Red (Increased 3.9%; 25.0% chronically absent) MESA VIEW English Learners: Red (Maintained 0.3%; 26.9% chronically absent) Homeless: Red (Increased 10.2%;	2024 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Yellow (Decreased 15.9%; 14.3% chronically absent) COLLEGE VIEW Hispanic: Yellow (Decreased 7.8%; 13.6% chronically absent) HOPE VIEW English Learners: Red (Increased 5.3%; 30.3% chronically absent) MESA VIEW English Learners: Orange (Decreased 5%; 21.9% chronically absent)		Orange (Decrease 15.0%; 15.0% chronically absent) COLLEGE VIEW Hispanic: Orange (Decrease 6.4%; 15.0% chronically absent) HOPE VIEW English Learners: Orange (Decrease 7.0%; 18.0% chronically absent) MESA VIEW English Learners: Orange (Decrease 9.0%; 18.0% chronically absent) Homeless: Orange (Decrease 17.0%; 25.0% chronically absent)	CIRCLE VIEW Students with Disabilities: Decreased 15.9% COLLEGE VIEW Hispanic: Decreased 7.8% HOPE VIEW English Learners: Increased 5.3% MESA VIEW English Learners: Decreased 5% Homeless: Decreased 13.4% VILLAGE VIEW Students with Disabilities: Decreased 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.8% chronically absent) VILLAGE VIEW: Students with Disabilities: Red (Increased 1.9%; 31.8% chronically absent)	Homeless: Orange (Decreased 13.4%; 23.4% chronically absent) VILLAGE VIEW Students with Disabilities: Orange (Decreased 4.4%; 27.4% chronically absent)		Orange (Decrease 12%; 20.0% chronically absent)	
2.13	CA Dashboard - Suspension District Source: CA School Dashboard	2023 CA School Dashboard: All Student Group: Orange (Increased 0.4% or more; 2% or less) English Learners: Orange (Increased 1.3% or more; 3.8% or less) Low-income: Orange (Increased 0.7% or more; 2.9% or less) Students with Disabilities: Orange (Maintained -0.2%; 3.4% or less) Foster Youth: Red (Increased 5.9% or more; 10.3% or less) African American Youth: Red (Increased 2.7% or more, 7.2% or less)	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 (Decreased 1% or more; 2.4% or less) Foster Youth: Orange (Decreased 1.9% or more; 8.3% or less)		All Student Group: Green (Decline 0.5%-3.0%; 1.5% or less) English Learners: Green (Decline 0.5%-3.0%; 2.2% or less) Low-income: Green (Decline 0.5%-3.0%; 1.7% or less) Students with Disabilities: Green (Decline 0.5%-3.0%; 3.0% or less) Foster Youth: Yellow (Decline 0.5%-3.0%; 3.8% or less) African American Youth (Decline 0.5%-3.0%; 3.8% or less)	All Student Group: Decreased 0.7% English Learners: Decreased 2% Low-income: Decreased 1.1% Students with Disabilities: Decreased 1% Foster Youth: Decreased 1.9% African American Youth: Decreased 3.7% Homeless: Decreased 3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: Orange (Increased 0.5% or more; 2.9% or less)	African American Youth: Yellow (Decreased 3.7% or more, 3.6% or less) Homeless: Green (Decreased 0.6% or more; 2.3% or less)		Homeless: Green (Decline 0.5%-3.0%; 1.9% or less)	
2.14	CA Dashboard - Suspension School and Student Group Source: CA School Dashboard	2023 CA School Dashboard: MARINE VIEW English Learners: Red (Increased 13.7% or more; 16.9% or less) Low Income: Red (Increased 7.4% or more; 10.1% or less) Hispanic: Red (Increased 6.0% or more; 9% or less) MESA VIEW English Learners: Red (Increased 19.3% or more; 26.9% or less) Low Income: Red (Increased 5.1% or more; 9.8% or less) Hispanic: Red (Increased 6.6% or more; 10.4% or less)	2024 CA School Dashboard: MARINE VIEW English Learners: Blue (Decreased 16.9% or more; 0%) Low Income: Green (Decreased 5.7% or more; 4.4% or less) Hispanic: Blue (Decreased 7.5% or more; 1.5% or less) MESA VIEW English Learners: Yellow (Decreased 17.6% or more; 9.2% or less) Low Income: Green (Decreased 3.8% or more; 6% or less) Hispanic: Green		MARINE VIEW English Learners: Orange (Decline 0.5%-3.0%; 5.0% or less) Low Income: Orange (Decline 0.5%-3.0%; 9.0% or less) Yellow (Decline 0.5%-3.0%; 3.0% or less) Hispanic: Yellow (Decline 0.5%-3.0%; 3.0% or less) MESA VIEW English Learners: Orange (Decline 0.5%-3.0%; 18.0% or less) Low Income: Green (Decline 0.5%-3.0%; 8.0% or less)	MARINE VIEW English Learners: Decreased 16.9% Low Income: Decreased 5.7% Hispanic: Decreased 7.5% MESA VIEW English Learners: Decreased 17.6% Low Income: Decreased 3.8% Hispanic: Decreased 4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Decreased 4.2% or more; 6.2% or less)		Yellow (Decline 0.5%-3.0%; 12.0% or less) Hispanic: Green (Decline 0.5%-3.0%; 3.0% or less)	
2.15	English Language Proficiency Indicator (ELPI). Percentage of English learner pupils who make progress toward English Proficiency - District Source: CA School Dashboard	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)	Decrease -4.7%
2.16	English Language Proficiency Indicator (ELPI). Percentage of English learner pupils who make progress toward English Proficiency - School Source: CA School Dashboard	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)	SPRING VIEW: +30.2% VISTA VIEW: -6.7%
2.17	English Language Proficiency Assessments for California (ELPAC):	16.42%	15.4%		24%	-1.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent Level 4 (Well Developed) on English Language Proficiency for Summative Assessment Source: English Language Proficiency Assessments for California					
2.18	Reclassification rate from English Learner to Fluent English Proficient (RFEP) Source: Local Measure	10.17%	May, 2025: 15%		17%	+5.17*%
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	As of May 9, 2025 430 hours translations 1,000 hours interpretations		Maintain	+15 hours translations +194 hours interpretations
2.20	Annual Parent Survey Response - Strongly Agree/Agree: "My child's school provides opportunities for parents to learn how to support their children."	89%	89%		Maintain 90% or above	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.21	Annual Title 1 Parent Survey Response - Strongly Agree/Agree: "The school provides information and/or workshops that help with better parent participation in your child's education."	98%	98%		Maintain 95% or above	0%

Goal Analysis [2024-25]

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

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

All actions were implemented as planned and there were no substantive differences.

Students continued to be provided a longer school day than required by the California Education Code (Action 2.1).

Instructional Assistants continue to support both Transitional Kindergarten (TK) and Kindergarten grades to help support a strong foundation for school readiness skills, and continue to implement lower class size across TK-3rd grades as a priority (Action 2.2).

There was a continued focus on OVSD's supports for academics and social-emotional well-being (Action 2.4). The November 1st and January 27th Student Free Days and professional development throughout the year focused on Universal Design for Learning (UDL), writing, and grade levels provided time for professional collaboration. Sites were also provided time to further district initiatives at their sites along with training on English Language Development, i-Ready, small-group differentiated instruction in Language Arts and mathematics.

(Action 2.3) Additionally, training on Family Learning Events and Parent Education was provided to all administrators and a teacher from each site to enhance family engagement and home connections and Regular School-to-Home Communication increased (Action 2.5).

(Action 2.6) English Language Development Training was provided for all elementary teachers and English Language Arts (ELA) and Special Education teachers at the middle school level.

(Action 2.7 and 2.8) With a strategic focus on enhancing student well-being and academic success, OVSD supported increased mental health and counseling services to students, with a priority for unduplicated pupils. Regular PBIS collaborative meetings strengthened district wide practices for identifying students who need additional support. School Social Worker interns provided supplemental counseling and support for students identified through the school PBIS teams and teacher/staff referrals.

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

Actions 2.1, 2.2, 2.3, 2.4, 2.6, and 2.7 were implemented as planned with no material differences between budgeted and estimated actual expenditures. Action 2.5 was over budget due to additional unforeseen community services staff salaries and additional expenses in interpretation services. Action 2.8 was over budget due to an over budgeting error and this error is corrected in the 25-26 LCAP. For 25-26, expenses will be spread across 2.7 and 2.8.

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

The June 2025 i-Ready Diagnostic results indicate substantial academic gains in English Language Arts and Mathematics among K–8 students across key student groups. In English Language Arts, the percentage of students performing at or above grade level increased by 21.6% districtwide. English Learners improved by 18.1%, Low-Income students by 20.7%, Students with Disabilities by 13.8%, Foster Youth by 13.0%, and Homeless students by 20.5%. In Mathematics, districtwide growth in the percentage of students achieving at or above grade level was 25.9%. Notably, English Learners gained 18.6%, Low-Income students rose by 22.8%, Students with Disabilities by 11.6%, Foster Youth by 10.1%, and Homeless students by 22.2%. These results affirm the effectiveness of the i-Ready intervention in promoting student progress.

At this time, not all ELPAC scores have not been released by the state. However, of the 1,162 English learners, 178 received an overall ELPAC 4 representing 15%. These figures are preliminary and subject to change pending the final scores released by the State. The delay in these results affect ELPAC reporting and the reclassification rate of English learners.

Additionally, the district is awaiting the 2024-2025 CAASPP scores, which will be reported once they become available.

The 2023-24 California Dashboard results received in December 2024 indicated the need to better meet the needs of students and achieve the target Green (high) level. In ELA, English learners, Homeless, Low-income, Long-term English Learners, and Hispanic scored at the Orange (low) level while Foster Youth and Students with Disabilities scored at the Red (very low) level. In math, English Learners and Students with Disabilities groups maintained Orange (low) along with Homeless, Low Income, and Hispanic decreasing to Orange (low) status. Although Foster Youth scored at the Red (very low) level, African American and the All Student group achieved at the Yellow (medium) level. Overall, although chronic absenteeism has been high, there was a 2.7% decrease from the previous year. Every student group demonstrated improvement with the exception of the African American subgroup who increased 1.9% and scored at the Red (very low) level. Along with the All Student Group, English Learners, Low-Income, Long-term English Learners, Asian, and Hispanic all achieved at the Yellow (medium) level. By proactively supporting student behavior, the overall suspension rate declined by 0.7% and changed from Orange (low) status to Green (high) status. Additionally, all unduplicated pupils showed a decrease in suspension rates and achieved Green (high) status with the exception of Foster Youth who declined from Red (very low) status to Orange (low), and African American who declined from Red (very low) status to Yellow (medium) status. Additionally, the English Language Proficiency Indicator (ELPI) did not reach the Green (high) target and was Orange (low).

Enhancing Instructional Programs and Offerings | Actions 2.1 and 2.2

Ocean View continued the practice of increased instructional minutes that exceeded state mandates. Additionally, the District recruited staff to fill crucial vacancies to support our unduplicated pupils in need. Looking to enhance early intervention programs, OVSD continued to increase capacity for teachers with training on developmentally appropriate practices. These interventions and practices are showing a positive outcome on student achievement.

Academic and Social-Emotional Supports | Actions 2.3, 2.4, 2.6, 2.7, 2.8

To improve access and equity to rigorous and relevant instruction for English learners, Low-Income, Students with Disabilities, Foster Youth, and Homeless students, the District delivered targeted professional development focused on high-impact engagement strategies and leadership capacity-building. Administrators received ongoing guidance in the ELD and standards targeted to ELPAC domain-specific instruction, data-driven decision-making, and differentiated instructional approaches for small groups, ensuring more precise support for diverse learners. Administrators closely monitored fidelity of implementation using a standardized walkthrough tool, reinforcing accountability and enabling ongoing, data-informed improvements across the district. Teacher training in i-Ready deepened their ability to interpret diagnostic reports, identify skill gaps, and apply data analysis to tailor small-group instruction and scaffolds for students who need them most. In addition, professional development advanced teachers' capacity to strengthen student writing, implement Universal Design for Learning (UDL) strategies, and harness artificial intelligence (AI) to support instructional activities and academic needs. Training supported a strong focus on English Language Development (ELD) instruction targeting English Language Proficiency Assessments for California (ELPAC) domain specific instruction.

Monthly data meetings with principals, counselors, and instructional leaders facilitated in-depth analysis of suspension and attendance trends, with a targeted focus on Foster Youth, Low-Income, and Homeless students. Building on a framework of layered social-emotional supports, OVSD bolstered its comprehensive approach through mental health staff, counselors, and family outreach to remove barriers to attendance and academic achievement. Prioritizing preventative and restorative practices, the District also utilized alternative means to suspension to more effectively identify and address individual student needs. Continued counseling support at the most impacted sites helped mitigate academic and behavioral challenges. Attendance remained a high priority, with sites employing incentive-based strategies to boost student participation. Successful implementation of these efforts is evident in reduced chronic absenteeism for English Learners (4%) and Foster Youth (27.6%), alongside lower suspension rates among English Learners (2%), Foster Youth (1.9%), and Homeless students (0.6%).

Communication | Action 2.5

Parent education and engagement training expanded across all school sites, with staff receiving ongoing professional development on conducting family data chats informed by i-Ready results. Parents participated in family learning events, building their capacity to support their children's academic success at home. One example of this is sites regularly gathering parent feedback directly informing continuous improvement efforts. In addition, interpretation and translation services were consistently provided to ensure inclusive, two-way communication between families and school staff.

Overall, Ocean View School District's initiatives (in Goal 2: Actions 1-8) to enhance instructional programs and extend learning opportunities for significant unduplicated pupils have shown promise in improving student achievement. By increasing instructional minutes, supporting early intervention for both academic and social and emotional needs, and employing targeted engagement strategies, the District is fostering equitable access to rigorous education. Notably, the implementation of multi-tiered supports, including mental health services and

differentiated instruction through tools like i-Ready, has yielded academic gains in ELA and math, reflecting the positive impact of these comprehensive approaches. However, OVSD must continue to rigorously address the opportunity gap amongst unduplicated pupils to enhance academic outcomes.

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

Based on leadership feedback, for the 2025–26 school year, the planned goal for Goal 2 remains unchanged, but several refinements have been made to strengthen clarity and implementation based on ongoing reflection and feedback. Minor revisions were made to Actions 2.4 and 2.5 to clarify the ongoing commitment to social-emotional support systems and consistent home-school communication. In Action 2.3, which addresses academic supports, we expanded the language to emphasize both literacy and mathematics and further defined the academic supports provided to students. This ensures a more targeted approach to addressing learning gaps, especially for English Learners, Foster Youth, Low-Income, Students with Disabilities, and Homeless students. For Actions 2.6, 2.7, and 2.8, the integrity of supporting our English Learners/Long-Term English Learners, Foster Youth, and Low-Income/Homeless students remains intact. However, we have elaborated on the specific strategies and actions that will be taken, providing greater transparency and alignment with student needs. Additionally, there is a stronger emphasis on reducing and eliminating barriers for Foster Youth and Low Income/Homeless students and thereby increasing academic progress and overall well-being. Aligned with the changes made to Goal 1, we are revising the CAASPP metrics for unduplicated pupils under Goal 2 to better reflect pre-pandemic levels of achievement. This adjustment sets realistic yet ambitious expectations for academic growth across all student groups. Additionally, we are introducing two new metrics that elevate the importance of family engagement. These metrics measure whether parents feel their child’s school provides opportunities to learn how to support their child’s learning and whether schools offer workshops and information that help families participate more fully in their child’s education. These additions reflect OVSD’s ongoing commitment to meaningful family partnerships as a key component of student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Extended School Day (Above state minimum instructional minutes)	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. As measured by: CA School Dashboard - ELA/Math; M2.7, M2.8, M2.9, M2.10, and	\$2,400,002.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>iReady overall and Unduplicated Pupils - ELA/Math: M2.3 and M2.4</p> <p>Note: Research substantiates the benefit of increased instructional minutes to improve academic outcomes. (Beyond Reform, Lindsay Unified School District, 2017; Focus, Schmoker 2011; Coherence, Fullan and Quinn, 2016; English Language Arts/English Language Development Framework, 2014; Transformational Learning, Sheninger, 2017; Humanizing the Education Machine, Miller, 2017)</p>		
2.2	Early Intervention, Prevention & English Language Acquisition Programs	<p>Continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for Transitional Kindergarten (TK) through third grade. Additionally, continue to hire and assign instructional assistants for TK and Kindergarten classes to support a strong foundation for school readiness skills.</p> <p>As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4</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>	\$3,500,148.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Academic Supports (Professional Development)	<p>To address the literacy and mathematical gaps, ensure consistent practices across the district, and improve learning outcomes for all students, the district will provide academic supports, professional development, and 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.(D.A. action)</p> <p>As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math: M2.1, M2.2, M2.3, and M2.4</p> <p>Note: Multiple studies find that school-wide initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students. Release time for teachers facilitates collaboration and improves teacher practice.</p>	\$3,779,059.00	Yes
2.4	Social-Emotional Supports	<p>Continue to develop and refine social-emotional supports, including District mental health providers and contracted interns.</p> <p>As measured by: 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 (<i>Why Relationships Matter</i>, 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>	\$523,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Parent Education & Regular School-to-Home Communication	<p>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.</p> <p>As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13, M2.14</p> <p>"Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (Henderson, A.T., and K.L. Mapp, 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement)</p>	\$657,164.00	Yes
2.6	Provide Services for English Learners	<p>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 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.</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</p>	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Local Measure - Reclassification rate from English Learner to Fluent English Proficient (RFEP): 2.18</p> <p>Note: Research indicates that a comprehensive approach that combines assessment, targeted instruction, cultural responsiveness, collaboration, and professional development is essential for monitoring and accelerating achievement for Long-Term English Learners. By implementing evidence-based strategies and fostering a supportive learning environment, educators can help LTELs thrive academically and socially.</p>		
2.7	Services for Foster Youth	<p>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 strengthen attendance, academic progress, and overall well-being.</p> <p>As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13</p> <p>Note: Overall, research suggests that there is a positive correlation between accelerated achievement and improved attendance and behavior for Foster Youth. By addressing the academic, social, and emotional needs of foster youth and providing them with the necessary support and resources, schools can help Foster Youth thrive academically and create a more positive school experience.</p>	\$16,500.00	Yes
2.8	Services for Low Income/Homeless	<p>Designated support staff will ensure students experiencing economic poverty or homelessness are provided academic support, materials, supplies, and referrals to District and community resources to help reduce or eliminate barriers to attendance, academic success, and overall well-being.</p> <p>As measured by:</p>	\$11,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13</p> <p>Note: Regular monitoring of homeless students' academic progress is crucial for identifying areas of need and providing timely interventions. Tracking attendance, behavior, and academic performance allows educators to tailor support to the specific needs of homeless youth. By addressing the unique challenges faced by homeless students and providing comprehensive support, educators can help foster a positive school experience and promote academic success. (Institute for Children, Poverty, and Homelessness (ICPH); "Education for Children and Youth Experiencing Homelessness: Implications for Policy and Practice"</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey: Participation Source: OVSD Parent Survey	2023-24 OVSD Parent Survey: 1,419 Responses	2024-25 OVSD Parent Survey: 1,267 Responses		33% of tokens (links) distributed	-152 Responses/-10% of tokens (links)
3.2	Annual Parent Survey Response - Strongly Agree/Agree: "My input is listened to."	2023-24 OVSD Parent Survey: 85%	2024-25 OVSD Parent Survey: 88%		90%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: OVSD Parent Survey					
3.3	Annual Parent Survey Response - Strongly Agree/Agree: "I am welcomed at my child's school." Source: OVSD Parent Survey	2023-24 OVSD Parent Survey: 95%	2024-25 OVSD Parent Survey: 94%		95%	-1%
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%	+0.1% parents have portal accounts +0.27% signed up for weekly updates +0.4% signed up for daily updates
3.5	Attendance Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 Overall: 94.9% English Learner: 94.1% Foster Youth: 92.0% Low Income: 94.2% Homeless: 93.1%	August 28, 2024 - May 16, 2025 Overall: 95.2% English Learner: 94.4% Foster Youth: 90.3% Low Income: 94.3% Homeless: 93.5%		Overall: 97% English Learner: 97% Foster Youth: 96% Low Income: 96% Homeless: 96%	May 16, 2025 Overall: +0.3% English Learner: +0.3 % Foster Youth: -1.7% Low Income: +0.1% Homeless: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 - May 16, 2025 Overall: 10.9% English Learner: 14.47% Foster Youth: 34.29% Low Income: 14.91% Homeless: 17.39%		Overall: 5% English Learner: 5% Foster Youth: 10% Low Income: 6% Homeless: 6%	May 16, 2025 Overall: -1.08% English Learner: 1.49% Foster Youth: +14.29% Low Income: 0.94% Homeless: 2.39%
3.7	Middle School Dropout Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 0%	August 28, 2024 - May 16, 2025 0%		0%	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 - June 13, 2025 Overall: 0.84% English Learner: 1.86% Foster Youth: 2.85% Low Income: 1.28% Homeless: 1.1%		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%	May 16, 2025 Overall: -0.39% English Learner: -0.06% Foster Youth: -0.95% Low Income: -0.42% Homeless: -0.48%
3.9	Expulsion Rate Source: Local Indicator Aeries	As of May 17, 2024 2 students	As of June, 2025 3 students (0.04%)		Maintain 0	-1 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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?" Source: Local Indicator OVSD Climate Survey	2023-24 OVSD Climate Survey: 87.2%	2024-25 OVSD Climate Survey: 88.04%		92%	+0.84%
3.11	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "Do you feel safe at your school?" Source: Local Indicator OVSD Climate Survey	2023-24 OVSD Climate Survey: 86.2%	2024-25 OVSD Climate Survey: 84.82%		94%	-1.38%
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 OVSD Climate Survey	2023-24 OVSD Climate Survey: 78.5%	2024-25 OVSD Climate Survey: 85.14%		94%	+6.64%
3.13	OVSD Climate Survey 4th/5th Grade Response	2023-24 OVSD Climate Survey: 78.9%	2024-25 OVSD Climate Survey: 83.42%		94%	+4.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	- Most of the Time/Always: "Do you feel safe at your school?" Source: Local Indicator OVSD Climate Survey					
3.14	OVSD Climate Survey 6th-8th - Always/Most of the time: Caring adults in school Source: Local Indicator OVSD Climate Survey	2023-24 OVSD Climate Survey: 70.7%	2024-25 OVSD Climate Survey: 71.42%		80%	+0.72%
3.15	OVSD Climate Survey 6th-8th - Most of the Time/Always: School perceived as very safe or safe Source: Local Indicator OVSD Climate Survey	2023-24 OVSD Climate Survey: 67.3%	2024-25 OVSD Climate Survey: 68.05%		85%	+0.75%
3.16	CA Dashboard - Chronic Absenteeism Source: CA Dashboard	2023 CA Dashboard All Student Group Yellow (Declined 6.2% or more; 14.4% or less)	2024 CA Dashboard 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)	All Student Group: Declined 2.7%
3.17	CA Dashboard - Suspension	2023 CA Dashboard All Student Group: Orange	2024 CA Dashboard		All Student Group: Green	All Student Group: Declined 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	(Increased 0.4% or more; 2% or less)	All Student Group: Green (Declined 0.7% or more; 1.3% or less)		(Decline 0.5%-3.0%; 1.5% or less)	
3.18	Student Behavior - Major Office Referrals	25%	25%		Reduce by 10% annually	0%
3.19	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "Do students at your school know the rules?"	65%	65%		75%	0%
3.20	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "Do students at your school talk to each other in a kind way?"	65%	65%		75%	0%
3.21	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "Do students at your school know the rules?"	71%	71%		80%	0%
3.22	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "Do students at your school treat each other with respect?"	55%	55%		65%	0%
3.23	OVSD Climate Survey 6th-8th Grade Response	53%	53%		65%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	- Most of the Time/Always: "Do students at your school know the rules?"					
3.24	OVSD Climate Survey 6th-8th Grade Response - Most of the Time/Always: "Do students at your school treat each other with respect?"	38%	38%		50%	0%

Goal Analysis [2024-25]

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

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

All actions were implemented as planned and there were no substantive differences in implementing Goal 3 actions. There has been an increased focus on safety with the addition of a third Campus Safety Supervisor on each middle school campus. (Action 3.1). Efforts continued to support strong, healthy, and supportive school climates with the implementation of Socio-Emotional Learning (SEL) Curriculum for middle school and elementary school piloting SEL curriculum. (Action 3.2). The Partnership between Administration and Labor (PAL) and the Instructional Leadership (Action 3.4) between union and district leaders, continued to strengthen relationships (Action 3.3-3.5) throughout the district. Consistent, varied, and timely school-home communication continues providing families connectivity to student academic achievement and community awareness of OVSD. (Action 3.3) Regular MTSS collaborative meetings strengthened districtwide practices for identifying students who need additional supports along with intentional data analysis and progress monitoring contributed to proactively supporting student behavior. (Action 3.6)

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

Actions 3.1 and 3.2 were under budget due to Campus Safety Supervisors being funded with one-time funding sources and expenditures were covered using Educator Effectiveness funds. Action 3.5 is managed by our Superintendents Office, which went underspent in 24-25 due to the Districts transition to a new Superintendent. Action 3.3, 3.4 and 3.6 was implemented as planned with no material differences between budgeted and actual expenditures.

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

Students in grades two through eight and parents/guardians are surveyed to determine the extent to which students feel connected to staff and whether they feel safe. This year, there is an increase in students feeling connected to staff in elementary school (88.4% for second/third and 85.14% for fourth/fifth grades) than in middle school (71.42% for sixth through eighth grades). With regards to feeling safe at school, 84.82% of second/third, 83.82% of fourth/fifth, and 68.05% of sixth through eighth responded in the affirmative. Additionally, 93% of parents/guardians agreed or strongly agreed that their child had a connection with at least one adult at school. Concerning safety, parents/guardians also reported higher levels of safety than students with 94% agreeing or strongly agreeing that the school provided physical safety and 90% reporting the same for social safety. All responses reflect a positive increase since the previous year reflecting the efforts being made.

Overall, although chronic absenteeism has been high, there was a 2.7% decrease from the previous year. The California School Dashboard for Chronic Absenteeism indicated every student group demonstrated improvement with the exception of the African American subgroup who increased 1.9% and scored at the Red level. Along with the All Student Group, English Learners, Low-Income, Long-term English Learners, Asian, and Hispanic all achieved at the Yellow level.

Safety | Action 3.1

Ocean View continued to improve its safety measures through the addition of enhancements in each school's front office. Additionally, with the presence of three Campus Safety Supervisors at each middle school, more middle school students reported feeling safe. The OVSD Student Climate Survey reflects approximately 68.05% of middle school students and 83-84% of second through fifth graders reported they felt safe most of the time or always.

Supportive School Climate and Proactively Support Student Behaviors | Actions 3.2, 3.6

OVSD remains firmly committed to meeting students' social-emotional needs and ensuring they feel safe, accepted, and connected. According to the latest OVSD Climate Survey, about 71.42% of middle school students and 88% of second through fifth graders reported feeling cared for by adults "most of the time" or "always." Building on these results, each school annually conducts a fidelity review of Positive Behavioral Interventions and Supports (PBIS) program to ensure optimal outcomes are achieved in school climate and reducing problem behaviors. The district is also expanding social-emotional learning (SEL) curricula and strengthening the District PBIS framework. Each school conducts regular PBIS collaborative meetings focused on minimizing problem behaviors, identifying students in need of supplemental supports and services, intentional data analysis, referrals for services, and progress monitoring. These continuous improvement efforts promote a more inclusive school climate while proactively supporting positive improved student behavior and will be monitored by an additional metric Student Behavior - Reducing the number of major offenses sent and reported to the school administrators by 10%, going from 35% to 25%.

Communication and Partnerships | Actions 3.3, 3.4, and 3.5

OVSD remains dedicated to ensuring consistent, timely communication and robust engagement with all educational partners. During professional development, site administrators and school teams refined strategies to strengthen and enhance parent outreach, culminating in positive parent survey results—88% of parents felt their input was heard, and 94% reported feeling welcomed at their child's school. The District further supported these efforts by providing ongoing training in social media utilization, expanding its capacity to connect more effectively with families and community partners.

Overall, safety measures across schools have improved and continued focus on PBIS contributing to a feeling of increased safety among students and parent input. Parent communication and participation at family learning events has never been stronger, building a more collaborative environment among schools, parents, and the broader community that directly benefits student success. Challenges continue to be in the area of increasing middle school student engagement and feeling safe, chronic absenteeism among the African American, Foster Youth, Homeless, Students with Disabilities Unduplicated Pupils and other student groups, and ensuring that communication channels remain open and effective to foster trust and collaboration. OVSD has made commendable progress in creating a safer and more connected school environment, which is reflected in decreased chronic absenteeism and suspension rates. Addressing the identified challenges will be essential for sustaining these successes and ensuring all students feel safe and supported.

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

Based on educational feedback from teachers and District leadership, for the 2025–26 school year, the goals and most actions for Goal 3 will remain the same, with two key changes reflecting both practical adjustments and shifts in focus based on data and stakeholder input. First, the metric for Action 3.1, Annual Parent Survey participation, will shift from a fixed number of responses (2,000) to a participation percentage. This change better reflects current district enrollment trends and participation patterns, ensuring the goal remains meaningful and attainable. A revised target percentage has been established to match this evolving context, and the district will continue efforts to increase engagement across all school communities. In order to provide each family one response per grade span (PreK-5th and 6th-8th), “tokens” or links to the survey, were provided.

Second, a significant revision was made to Action 3.6. Previously focused on decreasing suspension rates through monitoring and reactive interventions, this action now emphasizes proactively supporting student behavior and fostering positive and respectful learning environments. The revised language highlights OVSD’s commitment to Positive Behavioral Interventions and Supports (PBIS) as foundational strategies to nurture social-emotional, behavioral, and academic growth. This shift moves beyond simply reducing suspensions to building systems that prevent behavioral issues and strengthen school climate.

Based on stakeholder input, additional minor revisions were made to the wording of Actions 3.1, 3.3, and 3.4 to improve clarity while maintaining the original intent.

In terms of metrics, new measures were added that enhance how student behavior and student voice are monitored. A new metric tracking major office referrals allows for more precise analysis of behavior trends and the effectiveness of tiered supports, with a Districtwide goal of reducing referrals by 10% annually. Furthermore, new climate survey questions across grades 2–8 ask students whether their peers know school rules and treat each other with kindness. With current responses ranging from 53% to 71% indicating “most of the time” or “always,” these insights reveal areas for improvement and will guide efforts to cultivate inclusive, respectful, and safe school environments.

Should additional LREBG funding become available, funding will be allocated to action 3.6

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safety Procedures	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.	\$620,968.00	No
3.2	Supportive School Climate	Ensure strong, healthy, and supportive school climates that improve student attendance, engagement, and academic achievement, and prevent bullying through the implementation of Positive Behavioral Intervention Systems (PBIS), Restorative Practices, Universal Design for Learning (UDL), Social Emotional Learning (SEL) lessons and activities, and anti-bullying lessons and activities to include appropriate use of social media.	\$35,431.00	No
3.3	Home Connection & Community Knowledge	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.	\$384,419.00	No
3.4	Partnership between Administration and Labor (PAL)	Continue to build and strengthen relationships through the implementation of the Partnership between Administration and Labor (PAL) practices, principles, and activities.	\$10,000.00	No
3.5	Internal & External Partnerships	Proactively reach out to maintain and strengthen internal and external partnerships.	\$5,000.00	No
3.6	Proactively Support Student Behaviors	<p>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).</p> <p>Should additional LREBG funding become available, funding will be allocated to action 3.6. Dollar amounts will be provided at the mid-year update. This action will be measured by 3.8 and 3.18.</p>	\$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>A State-Wide Quasi-Experimental Effectiveness Study of the Scale-up of School-Wide Positive Behavioral Interventions and Supports Pas, Elise T.; Ryoo, Ji Hoon; Musci, Rashelle; Bradshaw, Catherine P. (2019). Grantee Submission. Retrieved from: https://eric.ed.gov/?id=ED593800</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$10,224,187	\$470,110

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.672%	0.000%	\$0.00	14.672%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Extended School Day (Above state minimum instructional minutes)</p> <p>Need: The overall performance as indicated by the May 2024 iReady diagnostic data indicates a significant gap in achievement between the unduplicated pupils compared with All Students in English Language Arts (ELA) and math:</p>	<p>Research substantiates the benefit of teacher efficacy and increased instructional minutes to improve academic outcomes for students. Studies have found that longer instructional time positively correlates with higher academic achievement across disciplines and allows students to engage more deeply with the material, receive differentiated support, and better understand the content. OVSD will continue to provide students more daily instructional minutes than required by law to support and advance student learning,</p>	<p>As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils- ELA/Math: M2.3 and M2.4 (TBD May, 2025)</p> <p>OVSD teachers, administrators, and staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Student Group: ELA 62%; Math 59% English Learners: ELA 27%; Math 28% Low-income: ELA 50%; Math 47% Foster Youth: ELA 26%; Math 19% Homeless: ELA 43%; Math 39%</p> <p>2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Foster Youth: Red (Decreased 23.4 points; - 75.7 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)</p> <p>2023 CA School Dashboard School - ELA: SPRING VIEW: Homeless: Red (Decreased 23.1 points; -73.6 points below standard) VILLAGE VIEW: Students with Disabilities: Red (Decreased - 13.2 points; -100.0 points below standard)</p> <p>2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard)</p>	<p>particularly English learners, Foster Youth, Low Income, and Homeless students.</p>	<p>will monitor the progress of all students, including English learners, Low-Income, Foster Youth, and Homeless in increasing ELA and Math achievement using the i-Ready diagnostics.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low-income: Yellow (Increased 9.7 points; -34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)</p> <p>2023 CA School Dashboard School - Math: MARINE VIEW: English Learners: Red (Decreased 9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (Decreased 9.3 points; -112.6 points below standard) VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points; 145.4 points)</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Early Intervention, Prevention & English Language Acquisition Programs</p> <p>Need: The overall performance on the May 2024 iReady diagnostic indicates a significant gap in achievement between our Kindergarten through 3rd-grade unduplicated pupils compared with All Students in English Language Arts (ELA) and math:</p>	<p>Research has found participation by English learners, low-income, and other student groups in Transitional Kindergarten provides a strong advantage over students who did not in the development of English, literacy, and mathematics. OVSD will continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for Transitional Kindergarten (TK) through third grade and offer early entrance to TK students who turn four by September 1, in advance of the state</p>	<p>As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4 (TBD May, 2025)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Student Group: ELA 62%; Math 59% English Learners: ELA 27%; Math 28% Low-income: ELA 50%; Math 47% Foster Youth: ELA 26%; Math 19% Homeless: ELA 43%; Math 39%</p> <p>2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Foster Youth: Red (Decreased 23.4 points; - 75.7 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)</p> <p>2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; - 34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; - 45.0 points below standard)</p>	<p>cutoff date, Additionally, instructional assistant support for TK and Kindergarten will be provided to support a strong foundation for school readiness skills.</p>	<p>OVSD teachers, administrators, and staff will monitor progress for K-3rd grade using iReady diagnostic data three times per year. Progress will be monitored for TK using classroom formative and summative assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>2.3</p>	<p>Action: Academic Supports (Professional Development)</p> <p>Need: The overall performance between unduplicated pupils compared with All Students is significantly lower in English Language Arts (ELA) and math as measured by the May, 2024 iReady diagnostic data:</p> <p>All Student Group: 62% ELA and 59% Math English Learners: 27% ELA and 28% Math Low-income: 50% ELA and 47% Math Foster Youth: 26% ELA and 19% Math Homeless: 43% ELA and 39% Math</p> <p>2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Foster Youth: Red (Decreased 23.4 points; - 75.7 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)</p> <p>2023 CA School Dashboard School - ELA:</p>	<p>OVSD will provide teachers, administrators, and staff with ongoing professional development in English Language Arts/Literacy, English Language Development, Math, and Family Engagement, designed to address the literacy gaps, ensure consistent practices across the district, and improve learning outcomes for unduplicated students.</p> <p>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>	<p>As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math: M2.1, M2.2, M2.3, and M2.4</p> <p>OVSD teachers, administrators, and staff will monitor the progress of all students, including English learners, Low-Income, Foster Youth, and Homeless to ensure growth in ELA and Math achievement using the iReady diagnostic and state assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SPRING VIEW: Homeless: Red (Decreased 23.1 points; -73.6 points below standard)</p> <p>VILLAGE VIEW: Students with Disabilities: Red (Decreased -13.2 points; -100.0 points below standard)</p> <p>2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; -34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)</p> <p>2023 CA School Dashboard School - Math: 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; 145.4 points)</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	<p>Action: Social-Emotional Supports</p> <p>Need: The overall attendance data on the California Dashboard indicates that absenteeism is declining, yet All Students and unduplicated pupils need continued improvement.</p> <p>2023 CA School Dashboard District - Chronic Absenteeism: All Student Group: Yellow (Decreased 6.2%; 14.4% chronically absent) English Learners: Yellow (Decreased 4.4%; 19.8% chronically absent) Low-income: Yellow (Decreased 6.7%; 19.7% chronically absent) 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)</p> <p>2023 CA School Dashboard School - Chronic Absenteeism: CIRCLE VIEW Students with Disabilities: Red (Increased 14.1%; 30.1% chronically absent) COLLEGE VIEW Hispanic: Red (Increased 0.5%; 21.4% chronically absent) HOPE VIEW</p>	<p>By implementing SEL strategies to help mitigate the negative impact on student well-being, OVSD will better support students, improve chronic absenteeism, and achievement for all students, particularly English learners, Low-Income, Foster Youth, and Homeless.</p> <p>By allocating resources and providing counselors/interns, social workers, and psychologists to offer individual and group counseling sessions, mental health screenings, and crisis intervention services; and Integrating Social-Emotional Learning (SEL) activities into the academic curriculum to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; regular check-ins with students, PBIS and trauma-informed practices for staff to recognize and respond to student needs; and Creating safe spaces and supportive environments within schools; and Offer peer support programs to foster positive relationships; and Collaboration with community partners, engaging families in school-based activities, and provide resources, workshops, and information nights on supporting children's emotional well-being at home.</p>	<p>As measured by: CA School Dashboard - Chronic Absenteeism: M2.11, M2.12</p> <p>OVSD teachers, administrators, and staff will continue to monitor the attendance and progress of All Students, including English learners, Low-Income, Foster Youth, and Homeless to ensure engagement in school activities, access to resources, and growth in ELA and Math. (iReady diagnostic, CA Dashboard)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners: Red (Increased 3.9%; 25.0% chronically absent) MESA VIEW English Learners: Red (Maintained 0.3%; 26.9% chronically absent) Homeless: Red (Increased 10.2%; 36.8% chronically absent) VILLAGE VIEW: Students with Disabilities: Red (Increased 1.9%; 31.8% chronically absent)</p> <p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: Parent Education & Regular School-to-Home Communication</p> <p>Need: Based on feedback from key educational partner groups, OVSD strategically increased the number of Bilingual Parent Liaisons from 8 to 11 to better support parent community engagement and to increase student achievement. Additionally, there are 7 English Learner Instructional Assistants and 2 Bilingual Instructional Assistants.</p> <p>The overall performance between unduplicated pupils compared with All Students is significantly lower in English Language Arts (ELA) and Math as measured by the CA Dashboard:</p>	<p>There is a significant gap in achievement, attendance, and suspensions that exists between the All Student group and English learner, Low-Income, Students with Disabilities, Foster Youth and Homeless unduplicated pupils. Based on feedback from district and site parent surveys, that indicate a need for parent education and support, the goal is to engage families and provide education, support, regular school-to-home communication regarding academic programs and student progress, and solicit parent participation, targeting English learners, Foster Youth, Low Income, Students with Disabilities, and Homeless to narrow the gap. This includes monitoring attendance, holding SART attendance meetings, communicating PBIS with families, and providing oral interpretation and written translation, to support student success.</p>	<p>As measured by: 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>OVSD teachers, administrators, and staff will continue to monitor access to translations both written and oral, attendance rates, and the progress of all students, including English learners, Low-Income, Students with Disabilities, Foster Youth, and Homeless to ensure engagement in</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Decreased 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Foster Youth: Red (Decreased 23.4 points; - 75.7 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)</p> <p>2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; - 34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Decreased 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; - 45.0 points below standard)</p> <p>2023 CA School Dashboard District - Chronic Absenteeism: All Student Group: Yellow (Decreased 6.2%; 14.4% chronically absent) English Learners: Yellow (Decreased 4.4%; 19.8% chronically absent)</p>		<p>school activities, and growth in English Language Arts and Math.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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)</p> <p>2023 CA School Dashboard District - Suspension: All Student Group: Orange (Increased 0.4% or more; 2% or less) English Learners: Orange (Increased 1.3% or more; 3.8% or less) Low-income: Orange (Increased 0.7% or more; 2.9% or less) Students with Disabilities: Orange (Maintained -0.2%; 3.4% or less) Foster Youth: Red (Increased 5.9% or more; 10.3% or less) African American Youth: Red (Increased 2.7% or more, 7.2% or less) Homeless: Orange (Increased 0.5% or more; 2.9% or less)</p> <p>Scope: LEA-wide</p>		
2.8	<p>Action: Services for Low Income/Homeless</p> <p>Need: Based on the 2022-23 California Assessment of Student Performance and Progress</p>	OVSD will improve academic achievement by implementing targeted interventions, differentiated instruction, and data analysis to address academic gaps and enhance learning outcomes for Low Income and Homeless as well as All Students.	As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(CAASPP), the percentage of Low Income 44.56% and Homeless 40.47% met or exceeded standards in English Languages Arts (ELA) and Low Income 38.31% and Homeless 33.77% met or exceeded standards in math, compared with the All Student group 58.17% met or exceeded standards in ELA and 51.40% met or exceeded standards in math.</p> <p>Based on the 2023 CA School Dashboard, the Low Income subgroup scored Orange in ELA (-16.8 points below standard) and Yellow in Math (-34.67 points below standard) and the Homeless student group scored Yellow in ELA (-29.4 points below standard) and Yellow in Math (-45.0 points below standard) which is lower than the All Students Group that scored Green for both ELA (+15.3 points above standard) and Math (-0.7 points below standard).</p> <p>Chronic Absenteeism & Suspensions Based on the 2023 CA School Dashboard, the Low Income student group scored Yellow in Chronic Absenteeism (19.7% chronically absent) and Orange in suspensions (2.9%), and the Homeless subgroup scored Yellow in Chronic Absenteeism (23.4% chronically absent), and Orange in Suspensions (2.9%) which is higher than the All Students Group that scored Yellow for Chronic Absenteeism (14.4% chronically absent), and Green for Suspensions (2.0%).</p>	<p>To reduce Chronic Absenteeism among Low Income and Homeless, OVSD will strengthen attendance monitoring systems, identify root causes for absenteeism, provide family and student support, and increase engagement efforts to ensure regular school attendance.</p> <p>To improve behavior and decrease suspensions among Low Income and Homeless, OVSD will strengthen PBIS and Restorative Practices, expand social-emotional learning opportunities, and offer behavioral supports and alternatives to suspension to foster positive behavior and reduce disciplinary incidents.</p>	<p>OVSD teachers, administrators, and staff will continue to monitor progress in increasing achievement, improving attendance, and decreasing suspensions for Homeless as well as for All Students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on the 2023 CA School Dashboard, the Homeless student group at Spring View scored Red in ELA (-73.6 points below standard) and Red in Math (-112.6 points below standard). At Mesa View the Homeless student group scored Red for Chronic Absenteeism (36.8%).</p> <p>Educational partner feedback agreed with accelerating achievement, attendance, and behavior. An analysis of student data and educational partner feedback resulted in the development of this action to serve the needs of our low income and homeless groups pupils.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Provide Services for English Learners</p> <p>Need: 2022-23 CAASPP met/exceeded: ELA</p>	<p>Improving outcomes for Long-Term English Learners (LTELs) who perform significantly below their English-only peers requires a multifaceted approach to improving language proficiency. OVSD will continue to provide 1) designated and integrated English Language Development</p>	<p>As measured by: CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded: M2.5</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback from the District English Learner Advisory Committee echoes the need to improve achievement outcomes for all English learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.7	<p>Action: Services for Foster Youth</p> <p>Need: Based on the 2022-2023 California Assessment of Student Performance and Progress (CAASPP), the percentage of Foster Youth 25.0% met or exceeded standards in English Language Arts (ELA) and 7.69% met or exceeded standards in math, compared to the All Student Group 58.17% met or exceeded standards in ELA and 51.40% met or exceeded standards in math.</p> <p>Based on the 2023 CA School Dashboard, the Foster Youth scored Red in ELA (-75.7 points below standard), Orange in Math (-91.3 points below standard) which is lower than the All Students Group that scored Green for both ELA (+15.3 points above standard) and Math (-0.7 points below standard). Foster Youth scored Orange in Chronic Absenteeism (50.0% chronically absent), and Red in Suspensions (10.3%) which is higher than the All Students Group that scored Yellow</p>	<p>OVSD will improve academic achievement by implementing targeted interventions, differentiated instruction, and data analysis to address academic gaps and enhance learning outcomes for Foster Youth.</p> <p>To reduce Chronic Absenteeism among Foster Youth, OVSD will strengthen attendance monitoring systems, identify root causes for absenteeism, provide family and student support, and increase engagement efforts to ensure regular school attendance.</p> <p>To improve behavior and decrease suspensions among Foster Youth, OVSD will strengthen PBIS and Restorative Practices, expand social-emotional learning opportunities, and offer behavioral supports and alternatives to suspension to foster positive behavior and reduce disciplinary incidents.</p>	<p>As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13</p> <p>OVSD teachers, administrators, and staff will continue to monitor progress in increasing achievement, improving attendance, and decreasing suspensions of Foster Youth as well as for All Students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>for Chronic Absenteeism (14.4% chronically absent), and Orange for Suspensions (2%).</p> <p>Educational partner feedback agreed with accelerating achievement, attendance, and behavior.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Not applicable.

Additional Concentration Grant Funding

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

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$69,686,750	\$10,224,187	14.672%	0.000%	14.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$63,438,409.00	\$6,064.00	\$0.00	\$0.00	\$63,444,473.00	\$62,882,643.00	\$561,830.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attract, Hire, and Retain Highly Effective Staff	All	No			All Schools	2024-2027	\$48,660,550.00	\$0.00	\$48,660,550.00	\$0.00	\$0.00	\$0.00	\$48,660,550.00	
1	1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	All	No			All Schools	2024-2027	\$31,743.00	\$25,700.00	\$57,443.00	\$0.00	\$0.00	\$0.00	\$57,443.00	
1	1.3	Comprehensive Middle School Program	All	No			All Schools Specific Schools: Marine View, Mesa View, Spring View, and Vista View	2024-2027	\$658,073.00	\$56,026.00	\$714,099.00	\$0.00	\$0.00	\$0.00	\$714,099.00	
1	1.4	Leadership Development	All	No			All Schools	2024-2027	\$0.00	\$96,251.00	\$96,251.00	\$0.00	\$0.00	\$0.00	\$96,251.00	
1	1.5	Innovative Schools & Program	All	No			Specific Schools: Golden View, Harbour View, Lake View, Village View, and Westmont	2024-2027	\$985,548.00	\$48,572.00	\$1,034,120.00	\$0.00	\$0.00	\$0.00	\$1,034,120.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Well-Rounded Educational Experiences	All	No			All Schools	2024-2027	\$740,125.00	\$22,630.00	\$762,755.00	\$0.00	\$0.00	\$0.00	\$762,755.00	
1	1.7	Gifted and Talented Education (GATE) Programs	All	No			All Schools	2024-2027	\$83,653.00	\$41,328.00	\$124,981.00	\$0.00	\$0.00	\$0.00	\$124,981.00	
2	2.1	Extended School Day (Above state minimum instructional minutes)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,400,002.00	\$0.00	\$2,400,002.00	\$0.00	\$0.00	\$0.00	\$2,400,002.00	NA
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Circle View, College View, Golden View, Harbour View, Hope View, Lake View, Oak View, Star View, Village View, and Westmont. TK through 3rd grade	2024-2027	\$3,500,148.00	\$0.00	\$3,500,148.00	\$0.00	\$0.00	\$0.00	\$3,500,148.00	NA
2	2.3	Academic Supports (Professional Development)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$3,779,059.00	\$0.00	\$3,779,059.00	\$0.00	\$0.00	\$0.00	\$3,779,059.00	Not Applicable
2	2.4	Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$523,083.00	\$0.00	\$523,083.00	\$0.00	\$0.00	\$0.00	\$523,083.00	Not Applicable
2	2.5	Parent Education & Regular School-to-Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$600,964.00	\$56,200.00	\$657,164.00	\$0.00	\$0.00	\$0.00	\$657,164.00	Not Applicable
2	2.6	Provide Services for English Learners	English Learners	Yes	Limited to Undupli	English Learners	All Schools Specific	2024-2027	\$30,000.00	\$5,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	Not Applicable

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
					Unduplicated Student Group(s)		Schools: English learners at Hope View scored Red in Chronic Absenteeism (30.3%), English learners at Golden View scored Red in ELA (82.9 points below standard) , College View who scored Red (28.1% making progress towards English language proficiency) and Oak View who scored Red (42.6% making progress towards English language proficiency).										
2	2.7	Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	\$6,500.00	\$10,000.00	\$16,500.00	\$0.00	\$0.00	\$0.00	\$16,500.00	Not Applicable	
2	2.8	Services for Low Income/Homeless	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The	2024-2027	\$6,500.00	\$5,000.00	\$11,500.00	\$0.00	\$0.00	\$0.00	\$11,500.00	Not Applicable	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Homeless student group at Westmont scored Red in Chronic Absenteeism (25.5%). TK-5th									
3	3.1	Safety Procedures	All	No			All Schools	2024-2027	\$612,968.00	\$8,000.00	\$620,968.00	\$0.00	\$0.00	\$0.00	\$620,968.00	
3	3.2	Supportive School Climate	All	No			All Schools	2024-2027	\$30,131.00	\$5,300.00	\$35,431.00	\$0.00	\$0.00	\$0.00	\$35,431.00	
3	3.3	Home Connection & Community Knowledge	All	No			All Schools	2024-2027	\$218,855.00	\$165,564.00	\$378,355.00	\$6,064.00	\$0.00	\$0.00	\$384,419.00	
3	3.4	Partnership between Administration and Labor (PAL)	All	No			All Schools	2024-2027	\$3,741.00	\$6,259.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
3	3.5	Internal & External Partnerships	All	No			All Schools	2024-2027	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
3	3.6	Proactively Support Student Behaviors	All	No			All Schools	2024-2027	\$11,000.00	\$5,000.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$69,686,750	\$10,224,187	14.672%	0.000%	14.672%	\$10,922,456.00	0.000%	15.674 %	Total:	\$10,922,456.00
								LEA-wide Total:	\$7,370,808.00
								Limited Total:	\$51,500.00
								Schoolwide Total:	\$3,500,148.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Extended School Day (Above state minimum instructional minutes)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400,002.00	NA
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Circle View, College View, Golden View, Harbour View, Hope View, Lake View, Oak View, Star View, Village View, and Westmont. TK through 3rd grade	\$3,500,148.00	NA
2	2.3	Academic Supports (Professional Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,779,059.00	Not Applicable
2	2.4	Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$523,083.00	Not Applicable

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$657,164.00	Not Applicable
2	2.6	Provide Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: English learners at Hope View scored Red in Chronic Absenteeism (30.3%), English learners at Golden View scored Red in ELA (82.9 points below standard), College View who scored Red (28.1% making progress towards English language proficiency) and Oak View who scored Red (42.6% making progress towards English language proficiency).	\$35,000.00	Not Applicable
2	2.7	Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$16,500.00	Not Applicable
2	2.8	Services for Low Income/Homeless	Yes	LEA-wide	Low Income	Specific Schools: The Homeless student group at Westmont scored Red in Chronic Absenteeism (25.5%). TK-5th	\$11,500.00	Not Applicable

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,157,011.00	\$59,571,233.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attract, Hire, and Retain Highly Effective Staff	No	\$47,705,209.00	46,633,055.00
1	1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	No	\$57,443.00	57,443.00
1	1.3	Comprehensive Middle School Program	No	\$917,680.00	675,302.00
1	1.4	Leadership Development	No	\$50,000.00	84,251.00
1	1.5	Innovative Schools & Program	No	\$1,122,193.00	130,299.00
1	1.6	Well-Rounded Educational Experiences	No	\$463,732.00	626,352.00
1	1.7	Gifted and Talented Education (GATE) Programs	No	\$127,775.00	55,594.00
2	2.1	Extended School Day	Yes	\$2,400,000.00	2,400,002.00
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	\$3,500,000.00	3,500,148.00
2	2.3	Multi-tiered System of Support (MTSS): Academic Supports	Yes	\$3,800,000.00	3,779,059.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Multi-tiered System of Support (MTSS): Social-Emotional Supports	Yes	\$508,654.00	508,712.00
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	\$525,587.00	639,297.00
2	2.6	English Learners/Long-Term English Learners	Yes	\$35,000.00	35,000.00
2	2.7	Foster Youth	Yes	\$16,500.00	16,500.00
2	2.8	Low Income/Homeless	Yes	\$11,500.00	27,500.00
3	3.1	Safety Procedures	No	\$473,085.00	8,343.00
3	3.2	Supportive School Climate	No	\$35,431.00	14,299.00
3	3.3	Home Connection & Community Knowledge	No	\$376,222.00	351,827.00
3	3.4	Partnership with Administration and Labor (PAL)	No	\$10,000.00	10,000.00
3	3.5	Internal & External Partnerships	No	\$5,000.00	2,250.00
3	3.6	Decrease Suspension Rates	No	\$16,000.00	16,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
10,153,278.00	\$10,797,241.00	\$10,906,218.00	(\$108,977.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Extended School Day	Yes	\$2,400,000.00	2,400,002	NA	
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	\$3,500,000.00	3,500,148	NA	
2	2.3	Multi-tiered System of Support (MTSS): Academic Supports	Yes	\$3,800,000.00	3,779,059	Not Applicable	
2	2.4	Multi-tiered System of Support (MTSS): Social-Emotional Supports	Yes	\$508,654.00	508,712	Not Applicable	
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	\$525,587.00	639,297	Not Applicable	
2	2.6	English Learners/Long-Term English Learners	Yes	\$35,000.00	35,000	Not Applicable	
2	2.7	Foster Youth	Yes	\$16,500.00	16,500	Not Applicable	
2	2.8	Low Income/Homeless	Yes	\$11,500.00	27,500	Not Applicable	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
69,778,525	10,153,278.00	0.000%	14.551%	\$10,906,218.00	0.000%	15.630%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024