



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean View School District	Julianne Hoefler Superintendent	jhoefler@ovsd.org; 714-847-2551 x1318

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Teachers: Appropriately Assigned Source: Local Indicator	100% Appropriately Assigned Elementary: 2 interns, 2 short-term student permits Middle: 1 intern, 9 letters of consent	100% Appropriately Assigned Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns Middle: 1 short-term staff permit (SDC M/S) 1 Intern 6 letters of consent		100% Appropriately Assigned Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns 1 SDC Mod/Sev. Intern 1 letter of consent Middle: 1 short-term staff permit (SDC M/S) 23 letters of consent	100% Appropriately Assigned
1.2	Instructional Materials: Student access to copies of Standards-aligned instructional materials at school and home Source: Local Indicator	100%	100%	100%	100%	Maintain
1.3	Facilities: Annual FIT Inspection Source: Local Indicator	6 schools - Exemplary 7 schools - Good 1 school - Fair	9 schools - Exemplary 4 schools - Good	11 schools - Exemplary 2 schools - Good	11 schools - Exemplary 2 schools - Good	14 Schools - Exemplary
1.4	Implementation of Academic Standards: Instruction and District adopted core materials implemented in all content areas Source: Local Indicator	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	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	100% of students are enrolled in all adopted courses of study	100% of students are enrolled in all adopted courses of study	Maintain
1.6	CAASPP Assessments - English Language Arts for All Students: Standard Met and Exceeded Source: CAASPP	2023 CAASPP Scoring Meets or Exceeds 58.17%	2024 CAASPP Scoring Meets or Exceeds 57.50 %	2025 CAASPP Scoring Meets or Exceeds 56.92%	2025 CAASPP Scoring Meets or Exceeds 56.92%	65% scoring Meets or Exceeds
1.7	CAASPP Assessments - Mathematics for All Students: Standard Met and Exceeded Source: CAASPP	2023 CAASPP Scoring Meets or Exceeds 51.40%	2024 CAASPP Scoring Meets or Exceeds 51.50%	2025 CAASPP Scoring Meets or Exceeds 56.92%	2025 CAASPP Scoring Meets or Exceeds 56.92%	59% scoring Meets or Exceeds
1.8	iReady Reading (End of Year Diagnostic) for All Students: At or Above Grade Level Source: iReady Local Assessment	June 2023 All Students: 62%	June 2024 All Students: 59.3%	To be determined June 2026	January, 2026: All Students: 48.59%	70% scoring At or Above Grade Level
1.9	iReady Mathematics (End of Year Diagnostic) for All Students: At or Above Grade Level Source: iReady Local Assessment	June 2023 All Students: 59%	June 2024 All Students: 54.5%	To be determined June 2026	January, 2026: All Students: 39.89%	70% scoring At or Above Grade Level
1.10	CA Dashboard - English Language Arts Source: CA School Dashboard	2023 CA School Dashboard All students Green Status (Maintained +2.0 points; +15.3 points above standard)	2024 CA School Dashboard All students Green Status (Maintained - 1.1 points; 14.1 points above standard)	2025 CA School Dashboard All students Green Status (Maintained - 1.3 points; 12.8 points above standard)	2025 CA School Dashboard All students Green Status (Maintained - 1.3 points; 12.8 points above standard)	Green Status (Increase 3-15 points; +17 or more points above standard)
1.11	CA Dashboard - Mathematics 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)	2025 CA School Dashboard All students Yellow Status (Maintained - 2.1 points; 2.9 points below standard)	2025 CA School Dashboard All students Yellow Status (Maintained - 2.1 points; 2.9 points below standard)	Green Status (Increase 3-15 points; +15.0 or more above standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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)	2025 CA School Dashboard Yellow Status (-1.7%; 45.5% making yearly progress)	2025 CA School Dashboard Yellow Status (-1.7%; 45.5% making yearly progress)	Green Status (Increase at least 3.1%; 55% or higher making yearly progress)
1.13	Annual Parent Survey Response - Strongly Agree/Agree: "My child is receiving a high quality education in OVSD." Source: OVSD Parent Survey	89%	91%	91%	91%	Maintain 90% or above
1.14	Annual Parent Survey Response - Strongly Agree/Agree: "I see evidence of my child's learning." Source: OVSD Parent Survey	93%	93%	92%	92%	Maintain 90% or above
1.15	Annual Parent Survey Response - Strongly Agree/Agree: "My child enjoys going to school." Source: OVSD Parent Survey	89%	91%	91%	91%	Maintain 90% or above
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?" Source: OVSD Climate Survey	77%	79%	78%	78%	85%
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?" Source: OVSD Climate Survey	69%	73%	73%	73%	80%
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?" Source: OVSD Climate Survey	54%	54%	54%	54%	60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Attract, Hire, and Retain Highly Effective Staff</p> <p>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.</p>	No	Fully Implemented	<p>100% Appropriately Assigned</p> <p>Elementary: 1 Teaching Permit for Statutory Leave 2 Special Day Class Preschool Interns 1 Special Day Class Extensive Needs Supports Intern 1 Letter of Consent</p> <p>Middle: 1 Short-Term Staff Permit Special Day Class Extensive Needs Supports) 23 Letters of Consent</p>		\$48,660,550.00	\$14,020,957.51
1.2	<p>Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development</p> <p>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</p>	No	Fully Implemented	<p>Professional Development for</p> <p>Preschool: Social-Emotional Foundations for Early Learning (SEFEL) & Classroom Assessment Scoring System (CLASS)</p>		\$57,443.00	\$122,742.38

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and student needs. Should additional Learning Recovery Emergency Block Grant 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.</p> <p>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</p>			<p>Transitional Kindergarten (TK): Monthly Meetings & Trainings</p> <p>Kindergarten-2nd: Amira Reading Screener</p> <p>Kindergarten-5th grades: Momentum & iReady</p> <p>6th-8th grades: Writing Across the Disciplines with Christina Compton</p>			
1.3	<p>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.</p>	No	Fully Implemented	<p>3 Assistant Principals</p> <p>Homework Club, Music Teacher, Sports: Cross Country, Volleyball, Basketball, Track & Field</p>		\$714,099.00	\$256,913.37
1.4	<p>Leadership Development Build the leadership capacity of District and site leaders through professional development opportunities for administrators and teacher leaders.</p>	No	Fully Implemented	<p>Breakthrough Coaching, Monthly Administrator Collaboration, Women in Leadership</p>		\$96,251.00	\$8,492.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				(WEL), Principal Coaching with Sheri Loewenstein and Erin Krominsky			
1.5	Innovative Schools & Program Continue to provide parent options through sustaining innovative schools and programs including Environmental Science, Marine Science, Science Technology Engineering Arts Math (STEAM), Visual and Performing Arts (VAPA), and Dual Language Immersion (DLI).	No	Fully Implemented	Dual Language Immersion (DLI) establish an additional elementary site and expanded into middle school program	Westmont Visual & Performing Arts (VAPA) teacher offset (0.22 FTE) 8 Dual Language Immersion (DLI) teachers Golden View Farm Staff	\$1,034,120.00	\$352,839.99
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.	No	Fully Implemented	3 FTE itinerant 4th & 5th grades Physical Education (PE) teachers plus classified support 1.43 itinerant 4th & 5th grades Music Teachers		\$762,755.00	\$205,638.84
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.	No	Fully Implemented	Total Cohort 1-5 GATE certified staff 108 teachers 10 principals 118 total Cohort in progress 16 teachers 1 principal 17 total		\$124,981.00	\$23,169.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	iReady Reading: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group Source: iReady Local Assessment	All Student Group: 21% English Learners: 19% Low-income: 20% Foster Youth: 7% Homeless: 20%	All Student Group: 21.6% English Learners: 18.1% Low-income: 20.7% Foster Youth: 13% Homeless: 14.3%	To be determined June 2026	As of January, 2026: Growth between Diagnostic #1 and #2 All Student Group: 10.75% English Learners: 6.46% Low-income: 10.4% Foster Youth: 25.62% Homeless: 5.81%	All Student Group: 15% English Learners: 18% Low-income: 20% Foster Youth: 25% Homeless: 25%
2.2	iReady Math: Accelerate growth with demonstrated gains between the first and third administration that exceeds the All Student Group Source: iReady Local Assessment	All Student Group: 29% English Learners: 21% Low-income: 27% Foster Youth: 10% Homeless: 24%	All Student Group: 25.9% English Learners: 18.6% Low-income: 22.8% Foster Youth: 10.1% Homeless: 20.3%	To be determined June 2026	As of January, 2026: Growth between Diagnostic #1 and #2 All Student Group: 11.61% English Learners: 4.74% Low-income: 9.23% Foster Youth: 25.62% Homeless: 5.12%	All Student Group: 20% English Learners: 30% Low-income: 33% Foster Youth: 33% Homeless: 30%
2.3	iReady Reading: 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%	To be determined June 2026	As of January, 2026: Diagnostic #2 All Students: 478.59% English Learners: 11.72% Low Income: 36.68% Students with Disabilities: 19.31% Foster Youth: 46.67% Homeless: 24.80%	All Students: 64% English Learners: 30% Low Income: 55% Students with Disabilities: 28% Foster Youth: 40% Homeless: 45%
2.4	iReady Math: At or Above All Student Group and Unduplicated Pupils	All Students: 59% English Learners: 28% Low Income: 47%	All Student Group: 54.5% English Learners: 22.5%	To be determined June 2026	As of January, 2026: Diagnostic #2 All Students: 39.89%	All Students: 64% English Learners: 32% Low Income: 53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: iReady Local Assessment	Students with Disabilities: 26% Foster Youth: 19% Homeless: 39%	Low-income: 41.8% Students with Disabilities: 19.8% Foster Youth: 14.3% Homeless: 37.1%		English Learners: 8.21% Low Income: 27.36% Students with Disabilities: 14.43% Foster Youth: 46.67% Homeless: 20.05%	Students with Disabilities: 28% Foster Youth: 37% Homeless: 45%
2.5	CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded Source: CAASPP	2023 CAASPP Scoring Meets or Exceeds English Learners: 11.53% Low Income: 44.56% Students with Disabilities: 19.58% Long-Term English Learners: 4.14% Homeless: 40.47%	2024 CAASPP Scoring Meets or Exceeds English Learners: 7.16% Low Income: 47.39% Students with Disabilities: 19.26% Long-Term English Learners: 3.70% Homeless: 37.89%	2025 CAASPP Scoring Meets or Exceeds English Learners: 10.33% Low Income: 43.47% Students with Disabilities: 15.51% Long-Term English Learners: 2.67%	2025 CAASPP Scoring Meets or Exceeds English Learners: 10.33% Low Income: 43.47% Students with Disabilities: 15.51% Long-Term English Learners: 2.67%	Scoring Meets or Exceeds English Learners: 20% Low Income: 55% Students with Disabilities: 25% Homeless: 45% Long-Term English Learners: 15%
2.6	CAASPP Assessments - Mathematics for Student Groups: Standard Met and Exceeded Source: CAASPP	2023 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%	2024 CAASPP Scoring Meets or Exceeds English Learners: 12.54% Low Income: 41.06% Students with Disabilities: 19.23% Long-Term English Learners: 1.85% Homeless: 34.79%	2025 CAASPP Scoring Meets or Exceeds English Learners: 14.74% Low Income: 37.73% Students with Disabilities: 15.58% Long-Term English Learners: 2.03%	2025 CAASPP Scoring Meets or Exceeds English Learners: 14.74% Low Income: 37.73% Students with Disabilities: 15.58% Long-Term English Learners: 2.03%	Scoring Meets or Exceeds English Learners: 23% Low Income 45% Students with Disabilities: 25% Homeless: 42% Long-Term English Learners: 15%
2.7	CA Dashboard - English Language Arts 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 points below standard)	2025 CA School Dashboard: All Student Group: Green (Maintained -1.3 points; 12.8 points above standard) English Learners: Orange (Maintained - 1.9 points; -46.5 points below standard)	2025 CA School Dashboard: All Student Group: Green (Maintained -1.3 points; 12.8 points above standard) English Learners: Orange (Maintained - 1.9 points; -46.5 points below standard)	All Student Group: Green (Increase 3-15; +17 or more above standard) English Learners: Yellow (Increase 3-15; -30 or less below standard) Low-income: Yellow (Increase 3-15; -10 or less below standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-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)	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)	Low-income: Orange (Decreased 3.3 points; -19.4 points below standard) Students with Disabilities: Red (Decreased 6.9 points; -83.2 points below standard) Foster Youth: Orange (Increased 11 points; -85.4 points below standard) Homeless: Orange (Decreased 7.6 points; -40.6 points below standard)	Low-income: Orange (Decreased 3.3 points; -19.4 points below standard) Students with Disabilities: Red (Decreased 6.9 points; -83.2 points below standard) Foster Youth: Orange (Increased 11 points; -85.4 points below standard) Homeless: Orange (Decreased 7.6 points; -40.6 points 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)
2.8	CA Dashboard - English Language Arts (School) 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)	2025 CA School Dashboard: SPRING VIEW: N/A VILLAGE VIEW: Green (Increased 19.9 points; 2.4 points below standard)	2025 CA School Dashboard: SPRING VIEW: N/A VILLAGE VIEW: Green (Increased 19.9 points; 2.4 points 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) VILLAGE VIEW Orange (Increase 3-15; -50.0 or less below standard)
2.9	CA Dashboard - Mathematics 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;	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;	2025 CA School Dashboard: All Student Group: Yellow (Maintained -2.1 points; 2.9 points below standard) English Learners: Orange (Maintained 0.2 points; -57.7 points below standard) Low-income: Orange (Maintained -1.3	2025 CA School Dashboard: All Student Group: Yellow (Maintained -2.1 points; 2.9 points below standard) English Learners: Orange (Maintained 0.2 points; -57.7 points below standard) Low-income: Orange (Maintained -1.3	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)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-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)	-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)	points; -35.6 points below standard) Students with Disabilities: Red (Declined 12.1 points; -105 points below standard) Foster Youth: Yellow (Increased 49.9 points; -94.1 points below standard) Homeless: Orange (Declined -9.8 points; -57.1 points below standard)	points; -35.6 points below standard) Students with Disabilities: Red (Declined 12.1 points; -105 points below standard) Foster Youth: Yellow (Increased 49.9 points; -94.1 points below standard) Homeless: Orange (Declined -9.8 points; -57.1 points 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)
2.10	CA Dashboard - Mathematics (School) Source: CA School Dashboard	2023 CA School Dashboard: MARINE VIEW: English Learners: Red (Decreased 9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (Decreased 9.3 points; -112.6 points below standard) VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points; 145.4 points below standard)	2024 CA School Dashboard: MARINE VIEW: 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)	2025 CA School Dashboard: MARINE VIEW: English Learners: Yellow (Increased 4.2 points; 76.3 points below standard) SPRING VIEW - N/A VISTA VIEW: Orange (decreased 9.4 points; 42.7 points below standard)	2025 CA School Dashboard: MARINE VIEW: English Learners: Yellow (Increased 4.2 points; 76.3 points below standard) SPRING VIEW - N/A VISTA VIEW: Orange (decreased 9.4 points; 42.7 points below standard)	MARINE VIEW English Learners: Orange (Increase 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)
2.11	CA Dashboard - Chronic Absenteeism Source: CA School Dashboard	2023 CA School Dashboard: All Student Group: Yellow 14.4%(Decreased 6.2%) English Learners: Yellow	2024 CA School Dashboard: All Student Group: Yellow 11.7% (Decreased 2.7%) English Learners: Yellow 15.8%(Decreased 4%)	2025 CA School Dashboard: All Student Group: Orange 11.8% (Maintained 0.1%) English Learners: Orange 15.7% (Maintained -0.1%)	2025 CA School Dashboard: All Student Group: Orange 11.8% (Maintained 0.1%) English Learners: Orange 15.7% (Maintained -0.1%)	All Student Group: Green 10.0% (Decrease 5.0%) English Learners: Green 10.0% (Decrease 5.1%) Low-income: Green 10.0% (Decrease 3.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		19.8%(Decreased 4.4%) Low-income: Yellow19.7% (Decreased 6.7%) Students with Disabilities: Yellow 24.6% (Decreased 7.5%) Foster Youth: Orange 50% (Decreased 6.8%) Homeless: Yellow23.4% (Decreased 11.9%)	Low-income: Yellow 15.9% (Decreased 3.9%) Students with Disabilities: Orange 23.0% (Decreased 1.7%) Foster Youth: Orange 22.4% (Decreased 27.6%) Homeless: Orange20.9% (Decreased 2.4%)	Low-income: Orange 16.3%(Maintained 0.4%) Students with Disabilities: Red 22.8% (Maintained - 0.2%) Foster Youth: Red 32.5% (Increased 10.1%) Homeless: Yellow 18.5%(Decreased 2.4%)	Low-income: Orange 16.3%(Maintained 0.4%) Students with Disabilities: Red 22.8% (Maintained - 0.2%) Foster Youth: Red 32.5% (Increased 10.1%) Homeless: Yellow 18.5%(Decreased 2.4%)	Students with Disabilities: Green 20% (Decrease 4.6%) Foster Youth: Yellow 30.0% (Decrease 7.0) Homeless: Yellow 10.0% (Decrease 4.0%)
2.12	CA Dashboard - Chronic Absenteeism (School) Source: CA School Dashboard	2023 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Red 30.1% (Increased 14.1%) COLLEGE VIEW Hispanic: Red 21.4% (Increased 0.5%) HOPE VIEW English Learners: Red 25.0% (Increased 3.9%) MESA VIEW English Learners: Red 26.9%(Maintained 0.3%) Homeless: Red 36.8% (Increased 10.2%) VILLAGE VIEW: Students with Disabilities: Red 31.8% (Increased 1.9%)	2024 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Yellow 14.3% (Decreased 15.9%) COLLEGE VIEW Hispanic: Yellow 13.6% (Decreased 7.8%) HOPE VIEW English Learners: Red 30.3% (Increased 5.3%) MESA VIEW English Learners: Orange 21.9%(Decreased 5%) Homeless: Orange 23.4% (Decreased 13.4%) VILLAGE VIEW Students with Disabilities: Orange 27.4% (Decreased 4.4%)	2025 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Red 22.9% (Increased 8.6%) COLLEGE VIEW Hispanic: Orange 13.6%(Maintained 0%) HOPE VIEW English Learners: No Color 17.2% (Decreased 13.1%) MESA VIEW English Learners: Red 22.1%(Maintained 0.2%) Homeless: Yellow 14%(Decreased 9.5%) VILLAGE VIEW Students with Disabilities: Green 6.1% (Decreased 21.3%)	2025 CA School Dashboard: CIRCLE VIEW Students with Disabilities: Red 22.9% (Increased 8.6%) COLLEGE VIEW Hispanic: Orange 13.6%(Maintained 0%) HOPE VIEW English Learners: No Color 17.2% (Decreased 13.1%) MESA VIEW English Learners: Red 22.1%(Maintained 0.2%) Homeless: Yellow 14%(Decreased 9.5%) VILLAGE VIEW Students with Disabilities: Green 6.1% (Decreased 21.3%)	CIRCLE VIEW: Orange 15.0%(Decrease 15.0%) COLLEGE VIEW Hispanic: Orange 15.0%(Decrease 6.4%) HOPE VIEW English Learners: Orange 18.0% (Decrease 7.0%) MESA VIEW English Learners: Orange 18.0% (Decrease 9.0%) Homeless: Orange 25.05% (Decrease 17.0%) VILLAGE VIEW Orange 20.0% (Decrease 12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.13	CA Dashboard - Suspension Source: CA School Dashboard	2023 CA School Dashboard: All Student Group: Orange 2.0%(Increased 0.4%) English Learners: Orange 3.8%(Increased 1.3%) Low-income: Orange 2.9% (Increased 0.7%) Students with Disabilities: Orange 3.4% (Maintained - 0.2%) Foster Youth: Red 10.3% (Increased 5.9%) African American Youth: Red 7.2% (Increased 2.7%) Homeless: Orange 2.9% (Increased 0.5%)	2024 CA School Dashboard: All Student Group: Green 1.3% (Decreased 0.7%) English Learners: Green 1.8%(Decreased 2%) Low-income: Green 1.7%(Decreased 1.1%) Students with Disabilities: Green 2.4% (Decreased 1%) Foster Youth: Orange 8.3% (Decreased 1.9%) African American Youth: Yellow 3.6% (Decreased 3.7%) Homeless: Green 2.3% (Decreased 0.6%)	2025 CA School Dashboard: All Student Group: Green 0.8% (Decreased 0.5%) English Learners: Yellow 1.9% (Maintained 0.1%) Low-income: Green 1.2%(Decreased 0.5%) Students with Disabilities: 1.9% Green (Decreased 0.5%) Foster Youth: Green 2.5%(Decreased 5.8%) African American Youth: Orange 3.4% (Maintained -0.2%) Homeless: Green 1.1%(Decreased 1.2%)	2025 CA School Dashboard: All Student Group: Green 0.8% (Decreased 0.5%) English Learners: Yellow 1.9% (Maintained 0.1%) Low-income: Green 1.2%(Decreased 0.5%) Students with Disabilities: 1.9% Green (Decreased 0.5%) Foster Youth: Green 2.5%(Decreased 5.8%) African American Youth: Orange 3.4% (Maintained -0.2%) Homeless: Green 1.1%(Decreased 1.2%)	All Student Group: Green 1.5% (Decline 0.5%-3.0%) English Learners: Green 2.2% (Decline 0.5%-3.0%) Low-income: Green1.7% (Decline 0.5%-3.0%) Students with Disabilities: Green 3.0% (Decline 0.5%-3.0%) Foster Youth: Yellow 3.8% (Decline 0.5%-3.0%) African American Youth: Yellow 3.8% (Decline 0.5%-3.0%) Homeless: Green1.9% (Decline 0.5%-3.0%)
2.14	CA Dashboard - Suspension (School) Source: CA School Dashboard	2023 CA School Dashboard: MARINE VIEW English Learners: Red 16.9% (Increased 13.7%) Low Income: Red 10.1% (Increased 7.4%) Hispanic: Red 9.0%(Increased 6.0% or more) MESA VIEW English Learners: Red 26.9% (Increased 19.3%) Low Income: Red 9.8% (Increased 5.1%) Hispanic: Red 10.4% (Increased 6.6%)	2024 CA School Dashboard: MARINE VIEW English Learners: Blue 0%(Decreased 16.9%) Low Income: Green 4.4% (Decreased 5.7%) Hispanic: Blue 1.5% (Decreased 7.5%) MESA VIEW English Learners: Yellow 9.2% (Decreased 17.6%) Low Income: Green 6.0%(Decreased 3.8%) Hispanic: Green 6.2% (Decreased 4.2%)	2025 CA School Dashboard: MARINE VIEW English Learners: Orange 3.8% (Increased 3.8%) Low Income: Green 2.5%(Decreased 1.9%) Green: Blue 1.3%(Maintained - 0.2%) MESA VIEW English Learners: Red 12.5% (Increased 3.3%) Low Income: Yellow 5.9%(Maintained - 0.2%) Hispanic: Green 5.5%	2025 CA School Dashboard: MARINE VIEW English Learners: Orange 3.8% (Increased 3.8%) Low Income: Green 2.5%(Decreased 1.9%) Green: Blue 1.3%(Maintained - 0.2%) MESA VIEW English Learners: Red 12.5% (Increased 3.3%) Low Income: Yellow 5.9%(Maintained - 0.2%) Hispanic: Green 5.5%	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)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				(Decreased 0.7%) (Decreased 0.7% or more; 5.5% or less)	(Decreased 0.7%)	Yellow (Decline 0.5%-3.0%; 12.0% or less) Hispanic: Green (Decline 0.5%-3.0%; 3.0% or less)
2.15	CA Dashboard - English Language Proficiency Indicator (ELPI). 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)	2025 CA School Dashboard: Yellow (45.5% making progress towards English language proficiency)	2025 CA School Dashboard: Yellow (45.5% making progress towards English language proficiency)	Green (57% or higher making progress towards English language proficiency)
2.16	CA Dashboard - English Language Proficiency Indicator (ELPI) (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)	2025 CA School Dashboard SPRING VIEW: N/A VISTA VIEW: Yellow (42.9% making progress towards English language proficiency)	2025 CA School Dashboard SPRING VIEW: N/A VISTA VIEW: Yellow (42.9% making progress towards English language proficiency)	SPRING VIEW: Green (54.0% or higher making progress towards English language proficiency) VISTA VIEW: Green (54.0% or higher making progress towards English language proficiency)
2.17	Summative English Language Proficiency Assessments for California (ELPAC): Percent Level 4 (Well Developed) Source: ELPAC	16.42%	15.4%	Administration Window February 3 - May 31, 2026	Administration Window February 3 - May 31, 2026	24%
2.18	Reclassification rate from English Learner to Fluent English Proficient (RFEP) Source: Local Measure	10.17%	15%	To be determined June 2026	As of January 30, 2026: 11.6%	17%
2.19	Translation/ Interpretation: Continue to provide communication and notification in multiple languages for	As of May 11, 2024 415 hours translations 806 hours interpretations	As of May 9, 2025 430 hours translations 1,000 hours interpretations	To be determined June 2026	August 27, 2025 to January 30, 2026 606 hours translations	Maintain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	parents/guardians of unduplicated students Source: Local Measure				274 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." Source: OVSD Parent Survey	86%	89%	90%	90%	Maintain 90% or above
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." Source: Title 1 Parent Survey	98%	98%	March 16 - April 23, 2026	March 16 - April 23, 2026	Maintain 95% or above

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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 Dashboard - ELA/Math; M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math: M2.3 and M2.4	Yes	Fully Implemented	iReady At or Above Reading: Diagnostic #2 All Students: 478.59% English Learners: 11.72% Low Income: 36.68% Students with Disabilities: 19.31%		\$2,400,002.00	\$1,375,649.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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, Sheringer, 2017; Humanizing the Education Machine, Miller, 2017)</p>			<p>Foster Youth: 46.67% Homeless: 24.80%</p> <p>Math Diagnostic #2 All Students: 39.89% English Learners: 8.21% Low Income: 27.36% Students with Disabilities: 14.43% Foster Youth: 46.67% Homeless: 20.05%</p> <p>CA School Dashboard 2025:</p> <p>English Language Arts: English Learners: Orange (- 46.5 points below standard) Low-income: Orange (-19.4 points below standard) Students with Disabilities: Red (-83.2 points below standard) Foster Youth: Orange (-85.4 points below standard)</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Homeless: Orange (-40.6 points below standard) Mathematics: English Learners: Orange (-57.7 points below standard) Low-income: Yellow (-35.6 points below standard) Students with Disabilities: Red (-105 points below standard) Foster Youth: Yellow (-94.1 points below standard) Homeless: Orange (-57.1 points below standard)			
2.2	Early Intervention, Prevention & English Language Acquisition Programs Continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for Transitional Kindergarten (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. As measured by: iReady overall and Unduplicated Pupils - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4	Yes	Fully Implemented	iReady At or Above Reading 1st - 3rd Diagnostic #2 District: 46.50% (+13.35%) English Learners: 18.46% (+8.68%) Kindergarten: 61.90% First grade: 15.93% (+10.48%)		\$3,500,148.00	\$1,806,523.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Note: Starting students off on the right foot in Transitional Kindergarten (TK) through third grade builds a strong foundation for school readiness skills. "Reading proficiently by the end of third grade... can be a make-or-break benchmark in a child's educational development...A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school." (Early Warning! Why Reading by the End of Third Grade Matters, 2010). Additionally, research has found participation by English learners, low-income, Foster Youth, and other student groups in Transitional Kindergarten provides a strong advantage over students who did not in the development of English, literacy, and mathematics (The Impact of Transitional Kindergarten on California Students, Manship, K., Holod, A., Quick, H., et. al. 2017).</p>			<p>Second grade: 18.44% (+8.85%) Third grade: 21.10% (+6.81%)</p> <p>Math 1st - 3rd Diagnostic #2 District: 29.51% (+14.25%) English Learners: 7.18% (+4.98%) Kindergarten: 45.47% First grade: 5.31% (+3.44%) Second grade: 7.86% (+5.79%) Third grade: 8.26% (+5.56%)</p>			
2.3	<p>Academic Supports (Professional Development) 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 Dashboard - ELA/Math: M2.7, M2.9, and</p>	Yes	Fully Implemented	<p>iReady August 27, 2025 to January 30, 2026</p> <p>District Level All Schools: Reading Year-to-Date Overall Average: Lessons Completed: 26.66 Lessons Passed: 22.73</p> <p>Lessons Passed: 70-100% Passed: 84%</p>		\$3,779,059.00	\$1,698,841.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>iReady overall and Unduplicated Pupils - ELA/Math: M2.1, M2.2, M2.3, and M2.4</p> <p>Note: Research on effective school improvement shows that consistent, schoolwide instructional practices have a strong positive impact on student learning and achievement. John Hattie (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, J. Hattie, 2009). Release time for teachers facilitates collaboration and improves teacher practice.</p>			<p>50-69% Passed: 11% 0-49% Passed: 5%</p> <p>Math Year-to-Date Overall Average: Lessons Completed: 18.26 Lessons Passed: 17.33</p> <p>Lessons Passed: 70-100% Passed: 97% 50-69% Passed: 2% 0-49% Passed: 1%</p> <p>CA School Dashboard 2025:</p> <p>English Language Arts: English Learners: Orange (- 46.5 points below standard) Low-income: Orange (-19.4 points below standard) Students with Disabilities: Red (-83.2 points below standard) Foster Youth: Orange (-85.4</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				points below standard) Homeless: Orange (-40.6 points below standard) Mathematics: English Learners: Orange (-57.7 points below standard) Low-income: Yellow (-35.6 points below standard) Students with Disabilities: Red (-105 points below standard) Foster Youth: Yellow (-94.1 points below standard) Homeless: Orange (-57.1 points below standard)			
2.4	<p>Social-Emotional Supports Continue to develop and refine social-emotional supports, including District mental health providers and contracted interns.</p> <p>As measured by: CA Dashboard - Chronic Absenteeism: M2.11</p> <p>Note: Research indicates positive school relationships correlate with student motivation, engagement, and academic outcomes (Why Relationships Matter, R. Loe, 2015). Services from Mental Health staff target the specific needs of students and include determining barriers to school attendance and</p>	Yes	Fully Implemented	2025 CA School Dashboard: All Student Group: Orange 11.8% (Maintained 0.1%) English Learners: Orange 15.7% (Maintained - 0.1%) Low-income: Orange	2025-26 District MTSS Collaboration: Two meetings occurred in 2024 to standardize MTSS referral process and meeting protocol; Training in MTSS Tier 2 support, Check In Check Out, provided to all school administration.	\$523,083.00	\$129,760.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			16.3%(Maintained 0.4%) Students with Disabilities: Red 22.8% (Maintained - 0.2%) Foster Youth: Red 32.5% (Increased 10.1%) Homeless: Yellow 18.5%(Decreased 2.4%)	10 School Psychologists School Psychologists Interns 2 /Practicum 2 1 District Counselor 3 District Licensed Clinical Social Workers 10 District Licensed Clinical Social Worker Interns 13 Contracted Masters of Social Work mental/behavioral health service providers (Social Wise)		
2.5	<p>Parent Education & Regular School-to-Home Communication 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 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"</p>	Yes	Fully Implemented	2025-26: 7 Instructional Assistant English Learner 1 Instructional Assistant Bilingual 14 Parent Liaison Instructional Assistant Bilingual 2025 CA Dashboard: English Language Arts All Students: Green (12.8		\$657,164.00	\$209,337.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(Henderson, A.T., and K.L. Mapp, 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement)			points above standard) English Learners: Orange (46.5 points below standard) Mathematics All Students: Yellow (2.9 points below standard) English Learners: Yellow (57.9 points below standard) Chronic Absenteeism All Students: Orange (11.8%) English Learners: Orange (15.7%) Suspension All Students: Green (0.8%) English Learners: Yellow (0.8%)			
2.6	Provide Services for English Learners 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	Yes	Fully Implemented	2025 CAASPP: English Language Arts Meets or Exceeds All Students: 56.92%		\$35,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>designated and integrated models using research-based strategies and standards-aligned resources. Differentiate instruction to meet individual needs, monitor LTEL progress toward reclassification, and continue providing professional development to enhance instruction.</p> <p>As measured by: CAASPP Assessments - English Language Arts and Mathematics Standard Met and Exceeded: M2.5, M2.6 CA Dashboard - English Language Arts, Mathematics, and English Learner Progress Indicator M2.7, M2.9, M2.15 ELPAC Summative English Language Proficiency Assessments for California: M2.17 Local Measure - Reclassification rate from English Learner to Fluent English Proficient (RFEP): M2.18</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. (California Department of Education, English Learner Roadmap 2017)</p>			<p>English Learners: 10.33%</p> <p>Mathematics Meets or Exceeds All Students: 50.17%</p> <p>English Learners: 14.74%</p> <p>2025 CA School Dashboard:</p> <p>English Language Arts All Students: Green (12.8 points above standard)</p> <p>English Learners: Orange (46.5 points below standard)</p> <p>Mathematics All Students: Yellow (2.9 points below standard)</p> <p>English Learners: Yellow (57.9 points below standard)</p> <p>As of January 30, 2026: Reclassification rate from English Learner to Fluent</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				English Proficient (RFEP): 11.6%			
2.7	<p>Services for Foster Youth Ensure foster youth are provided all educational rights along with social emotional, academic, and enrichment programs and services to help eliminate barriers to strengthen attendance, academic progress, and overall well-being.</p> <p>As measured by: CA Dashboard - English Language Arts, Mathematics, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13</p> <p>Note: Research and state guidance indicate a positive relationship between improved academic supports, attendance, and behavioral outcomes for foster youth. Studies on foster youth and integrated student supports show that when schools address academic, social, and emotional needs through coordinated services, foster youth demonstrate increased engagement, improved attendance, and stronger academic progress. Guidance and local data further support that targeted supports and educational stability contribute to improved well-being and school success for foster youth. (California Department of Education, August 2021)</p>	Yes	Fully Implemented	<p>2025 CA School Dashboard:</p> <p>English Language Arts All Students: Green (12.8 points above standard) Foster Youth: Orange (85.4 points below standard)</p> <p>Mathematics All Students: Yellow (2.9 points below standard) Foster Youth: Yellow (94.1 points below standard)</p> <p>Chronic Absenteeism All Students: Orange (11.8%) Foster Youth: Red (32.5%)</p> <p>Suspension All Students: Green (0.8%) Foster Youth: Green (2.5%)</p>	All administrators have been informed of Foster youth enrolled in their schools and are required to monitor attendance, academic progress, and behavior. Engagement reports of foster students are provided to site administrators by Student Services. Student Services Community Liaison was onboarded in December and supports outreach to Foster Youth families and coordinates school supports	\$16,500.00	\$0
2.8	<p>Services for Low Income/Homeless Designated support staff will ensure students experiencing economic poverty or</p>	Yes	Fully Implemented	2025 CA School Dashboard:	District Social Workers and Interns are notified of students	\$11,500.00	\$4,675.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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: CA Dashboard - English Language Arts, Mathematics , Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, 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>			<p>English Language Arts All Students: Green (12.8 points above standard) Low Income: Orange (19.4 points below standard) Homeless: Orange (40.6 points below standard)</p> <p>Mathematics All Students: Yellow (2.9 points below standard) Low Income: Orange (35.6 points below standard) Homeless: Orange (57.1 points below standard)</p> <p>Chronic Absenteeism All Students: Orange (11.8%) Low Income: Orange (16.3%) Homeless: Yellow (18.5%)</p> <p>Suspension All Students: Green (0.8%) Low Income: Green (1.2%) Homeless: Green (1.1%)</p>	<p>experiencing Homelessness and monitor attendance, academic progress, and behavior.</p> <p>Social Workers provide direct and indirect services and ensure families receive community resources and items such as clothing, hygiene supplies, and other supports as needed.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Annual Parent Survey: Participation Source: OVSD Parent Survey	1,419 Responses	1,267 Responses	966 Responses	966 Responses	33% of responses (tokens/links) distributed
3.2	Annual Parent Survey Response - Strongly Agree/Agree: "My input is listened to." Source: OVSD Parent Survey	85%	88%	88%	88%	90%
3.3	Annual Parent Survey Response - Strongly Agree/Agree: "I am welcomed at my child's school." Source: OVSD Parent Survey	95%	94%	95%	95%	95%
3.4	Middle School Parent Engagement Source: Local Indicator Aeries	AERIES Parent Portal Access (Grades 6-8) 99.8% parents have portal accounts 98.1% signed up for weekly updates 94.1% signed up for daily updates	AERIES Parent Portal Access (Grades 6-8) 99.9% parents have portal accounts 98.37% signed up for weekly updates 94.5% signed up for daily updates	AERIES Parent Portal Access (Grades 6-8) 99.7% parents have portal accounts 96.64% signed up for weekly updates 63.26% signed up for daily updates	AERIES Parent Portal Access (Grades 6-8) 99.7% parents have portal accounts 96.64% signed up for weekly updates 63.26% signed up for daily updates	Portal accounts: Maintain 100% Weekly updates: Increase to 100% Daily updates: Maintain above 95%
3.5	Attendance Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 Overall: 94.9% English Learner: 94.1% Foster Youth: 92.0% Low Income: 94.2% Homeless: 93.1%	August 28, 2024 - May 16, 2025 Overall: 95.2% English Learner: 94.4% Foster Youth: 90.3% Low Income: 94.3% Homeless: 93.5%	To be determined June 2026	August 27, 2025 - January 30, 2026 Overall: 95.9% English Learner: 95.0% Foster Youth: 90.8% Low Income: 95% Homeless: 94.4%	Overall: 97% English Learner: 97% Foster Youth: 96% Low Income: 96% Homeless: 96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%	To be determined June 2026	August 27, 2025 - January 30, 2026 Overall: 8.91% English Learner: 13.08% Foster Youth: 32% Low Income: 12.74% Homeless: 15.79%	Overall: 5% English Learner: 5% Foster Youth: 10% Low Income: 6% Homeless: 6%
3.7	Middle School Dropout Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024: 0%	August 28, 2024 - May 16, 2025: 0%	To be determined June 2026	August 27, 2025 - January 30, 2026: 0%	0%
3.8	Suspension Rate Source: Local Indicator Aeries/CA Dashboard	September 5, 2023 - May 17, 2024 Overall: 1.1% English Learner: 1.6% Foster Youth: 3.8% Low Income: 1.5% Homeless: 1.4%	August 28, 2024 - June 13, 2025 Overall: 0.84% English Learner: 1.86% Foster Youth: 2.85% Low Income: 1.28% Homeless: 1.1%	To be determined June 2026	August 27, 2025 - January 30, 2026 Overall: 0.4% English Learner: 0.5% Foster Youth: 12.5% Low Income: 0.53% Homeless: 0.47%	Overall: Less than 1.0% English Learner: Less than 1.0% Foster Youth: Less than 1.0% Low Income: Less than 1.0% Homeless: Less than 1.0%
3.9	Expulsion Rate Source: Local Indicator Aeries	As of May 17, 2024 2 students	As of June, 2025 3 students (0.04%)	To be determined June 2026	As of January 30, 2026 0 students	Maintain 0
3.10	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "Do you feel the teachers and adults at your school care about you?" Source: OVSD Climate Survey	87%	88%	88%	88%	92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.11	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "Do you feel safe at your school?" Source: OVSD Climate Survey	86%	85%	85%	85%	94%
3.12	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "Do you feel the teachers and adults at your school care about you?" Source: OVSD Climate Survey	79%	85%	89%	89%	94%
3.13	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "Do you feel safe at your school?" Source: OVSD Climate Survey	79%	83%	86%	86%	94%
3.14	OVSD Climate Survey 6th-8th - Always/Most of the time: Caring adults in school Source: OVSD Climate Survey	71%	71%	73%	73%	80%
3.15	OVSD Climate Survey 6th-8th - Most of the Time/Always: School perceived as very safe or safe Source: OVSD Climate Survey	67%	68%	72%	72%	85%
3.16	CA Dashboard - Chronic Absenteeism Source: CA Dashboard	2023 CA School Dashboard All Student Group Yellow 14.4% (Declined 6.2%)	2024 CA School Dashboard All Student Group: Yellow 11.7% (Declined 2.7%)	2025 CA School Dashboard All Student Group: Orange 11.8% (Maintained 0.1%)	2025 CA School Dashboard All Student Group: Orange 11.8% (Maintained 0.1%)	All Student Group: Green 10.0% (Decrease 5.0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.17	CA Dashboard - Suspension Source: CA Dashboard	2023 CA School Dashboard All Student Group: Orange 2% (Increased 0.4%)	2024 CA School Dashboard All Student Group: Green 1.3% (Declined 0.7%)	2025 CA School Dashboard All Student Group: Green 0.8% (Declined 0.5%)	2025 CA School Dashboard All Student Group: Green 0.8% (Declined 0.5%)	All Student Group: Green 1.5% (Decline 0.5%-3.0%)
3.18	Student Behavior - Major Office Referrals Source: Local Indicator Aeries	34.3%	25%	To be determined June 2026	As of January 30, 2026: 9.9%	Reduce by 10% annually
3.19	OVSD Climate Survey 2nd/3rd Grade Response - Most of the Time/Always: "Do students at your school know the rules?" Source: OVSD Climate Survey	69%	65%	68%	68%	75%
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?" Source: OVSD Climate Survey	66%	65%	68%	68%	75%
3.21	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "Do students at your school know the rules?" Source: OVSD Climate Survey	65%	71%	73%	73%	80%
3.22	OVSD Climate Survey 4th/5th Grade Response - Most of the Time/Always: "Do students at your school treat each other with respect?" Source: OVSD Climate Survey	50%	55%	59%	59%	65%
3.23	OVSD Climate Survey 6th-8th Grade Response - Most of the	55%	53%	58%	58%	65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Time/Always: "Do students at your school know the rules?" Source: OVSD Climate Survey					
3.24	OVSD Climate Survey 6th-8th Grade Response - Most of the Time/Always: "Do students at your school treat each other with respect?" Source: OVSD Climate Survey	40%	38%	45%	45%	50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Safety Procedures Continue to 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.	No	Fully Implemented	Each middle school has three Campus Safety Supervisors supporting daily campus monitoring and student safety. Reporting and communications : An anonymous and online Student Safety and Behavior Reporting System has been implemented districtwide, allowing concerns to be reported and	Trainings: 1. Suicide Risk and Threat Assessment Training updated yearly. 2. Site administrators trained in investigation, documentation, and response to reported safety/behavior concerns. 3. Narcan training to Security Supervisors and Health Technicians.	\$620,968.00	\$192,338.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>followed up consistently.</p> <p>Emergency Preparedness and Drills: Emergency response procedures are reviewed and practiced regularly</p> <p>Campuses:</p> <ol style="list-style-type: none"> 1. All campuses are now fully enclosed with fencing. 2. School offices use doorbells so visitors must be buzzed in before entering as office are locked. 3. A second doorbell has been added to school offices for added safety. 4. Security cameras have been installed across school sites. 5. A districtwide panic button system has been implemented to allow staff to quickly alert emergency 			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				responders when needed.			
3.2	<p>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 that include appropriate use of social media.</p>	No	Fully Implemented	<p>Suspension rate: August 27, 2025 - January 30, 2026 Overall: 0.4% (0.04% decrease from January 31, 2026)</p> <p>Positive Behavioral Interventions and Supports (PBIS) Recognition:</p> <p>Platinum: College View, Star View, Marine View</p> <p>Gold: Circle View, Harbour View, Hope View, Lake View, Mesa View, Oak View, Village View, Vista View and Westmont</p> <p>Silver: Golden View</p>	<p>Social Emotional Learning (SEL) Curriculum training provided to all 3rd-6th</p> <p>Site SEL lead teachers identified and support implementation at each site</p>	\$35,431.00	\$13,190.78
3.3	<p>Home Connection & Community Knowledge</p>	No	Fully Implemented	As of January 30, 2026		\$384,419.00	\$117,977.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			OVSD Social Media Facebook & Instagram: 343 Published Posts 23.2 K Page/profile visits 338.6 K Total video/reels views 67.7 K Reach (Total number of people who viewed OVSD Content) 590 New followers from July, 2025 - January 30, 2026 20.1 K Engagements (like, shared, or commented) 3.2 K Facebook followers			
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.	No	Fully Implemented	Monthly PAL Meetings District Level and Administrators and California School Employee Association (CSEA) and Ocean View Teacher	Safe and Supportive Schools Collaboration: Student Services Coordinator quarterly meeting with OVTA and CSEA to maintain open dialogue and communication in order to collaboratively identify potential concerns and opportunities for	\$10,000.00	\$8,636.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>Association (OVTA)</p> <p>Monthly PAL meetings between site principals and site PAL representatives for both associations.</p> <p>PAL Retreats OVSD November 12, 2025 & CSEA January 21, 2026</p>	improvement in behavior and safety.		
3.5	<p>Internal & External Partnerships Proactively reach out to maintain and strengthen internal and external partnerships.</p>	No	Fully Implemented	<p>Monthly Roundtable Meetings and monthly site PTA/PTO/PTSA / PTSO meetings</p> <p>Surf City Optimists: Oratorical Contest, Essay Contest, and Pinewood Derby.</p> <p>Huntington Beach Assistance League Grants \$15,235 (22 teachers and 2 librarians supporting</p>		\$5,000.00	\$1,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				STEM, SEL, nonfiction books, culinary arts, outdoor learning, and art.) Boys and Girls Club supporting Golden View, Oak View, Lake View, and Westmont			
3.6	<p>Proactively Support Student Behaviors 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 Learning Recovery Emergency Block Grant 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> <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>	No	Fully Implemented	<p>Suspension rate (Aeries): August 27, 2025 - January 30, 2026 Overall: 0.4% (0.04% decrease from January 31, 2025)</p> <p>English Learner: 0.5% Foster Youth: 12.5% Low Income: 0.53% Homeless: 0.47%</p> <p>Student Behavior - Major Office Referrals: 9.9%</p> <p>9 campus safety officers</p>	<p>An anonymous and online Student Safety and Behavior Reporting System has been implemented districtwide, allowing concerns to be reported and followed up consistently.</p> <p>Updated school procedures to better identify students who need extra support, improve how staff meet to review concerns, and ensure students are connected to the right supports in a timely way. Administrators and staff received training to support these improvements.</p> <p>Expansion of partnership with community agencies to provide counseling services and family supports including</p>	\$16,000.00	\$0.0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					substance abuse prevention lessons, and teletherapy.		

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	81,561,280	82,130,297
LCFF Supplemental/Concentration Grants	10,224,187	10,019,090