Ocean View School District

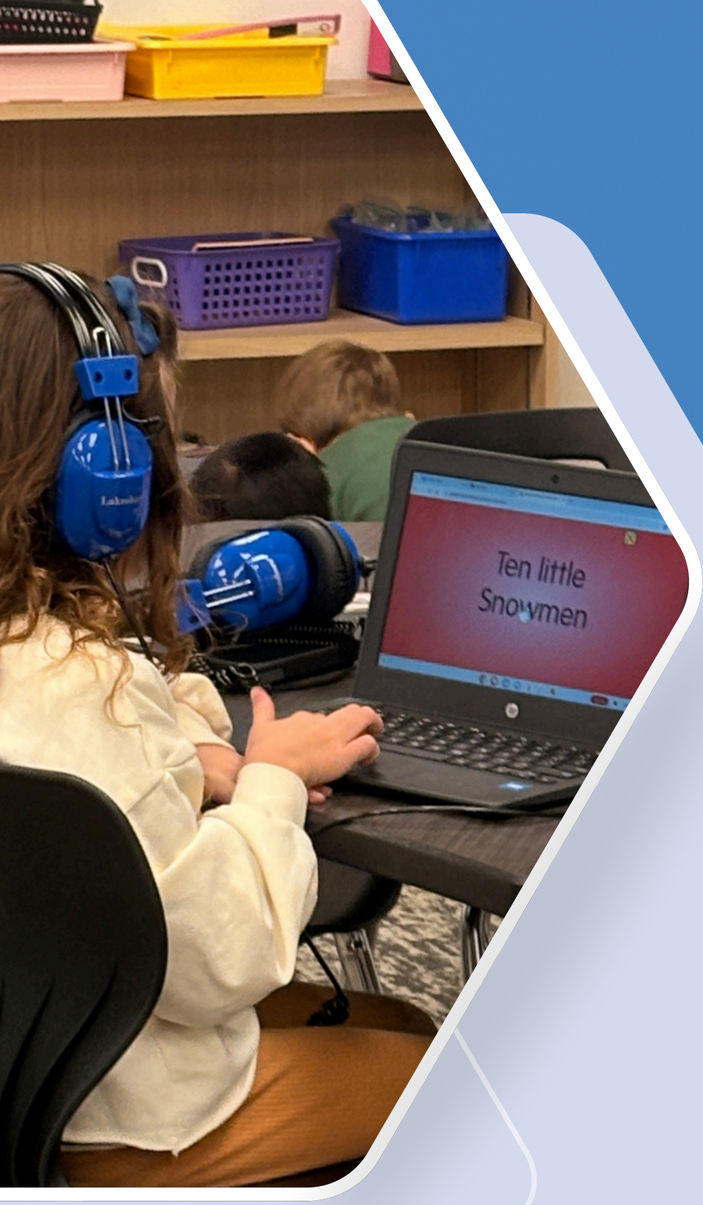
LOCAL CONTROL AND ACCOUNTABILITY PLAN

Goal 2 Targeted Supports



April 28, 2026

Presented by
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AGENDA

- Local Control and Accountability Plan (LCAP) Basics
- Educational Partner Engagement
- Goal 2 Components
  - Goal
  - Educational Partner Input on Goals
  - Actions
  - Metrics
- Next Steps

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LCAP BASICS

- Adopted by the Ocean View School District Board of Trustees
- Three-year plan 2024/25 – 2026/27
- Implemented annually July 1 - June 30
- Based on 8 State Priority Areas

Ocean View School District	2025/26
Base	$69,686,750
Supplemental & Concentration	$10,224,187
Total	$79,910,937

- Base: Per student allocation based on grade span
- Supplemental: Funds to support unduplicated students
- Concentration: Enhancement when a district's unduplicated students exceeds 55%

Unduplicated Students
English Learners ~ Low Income ~ Foster Youth

EDUCATIONAL PARTNER ENGAGEMENT



November

3-16: Parent/Guardian LCAP Development Input Survey

3-19: School Site Councils

3-21: Student Focus Groups

5: Community Parent Forum

6: District English Learner Advisory Committee (DELAC)

January

16: Huntington Beach Union High School District

February

2: California School Employees Association (CSEA), Chapter 375, PTA/O/PTSA/O Presidents' Roundtable, Leadership Team, Surf City Optimists Club

10: West Orange County Consortium for Special Education (WOCCSE)

11: Ocean View Teachers Association (OVTA)

19: Community Parent Forum

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GOAL 2

Targeted Supports

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



GOAL 2: TARGETED SUPPORTS

INPUT

Parents / Guardians and Staff	• Increase Targeted Student Supports • Strengthen Districtwide Systems for Early Intervention • Balance Support and Challenge for All Learners
Students	• More Personalized Academic Support When Content Is Difficult • Accessible, Visible Mental Health Supports and Safe Spaces • Proactive Coping Tools and Regulation Strategies



GOAL 2: TARGETED SUPPORTS
PROPOSED ACTION REVISIONS

2.2	Continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes for ~~Transitional~~ Kindergarten ~~(TK)~~ through third grade. ~~Additionally~~, To further support this goal, continue to hire and assign instructional assistants ~~for TK and~~ to support Kindergarten classes to support a strong foundation for school readiness skills.



GOAL 2: TARGETED SUPPORTS
PROPOSED ACTION REVISIONS

2.3

To ~~address the~~ improve learning outcomes and close literacy and mathematical gaps~~, ensure consistent practices across the district, and improve learning outcomes~~ for all students, including English Learners, Foster Youth, Low Income, Homeless, and Students with Disabilities, the District will provide academic supports, professional development, and release time for teachers to analyze data and 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.~~ Implementation of research-based strategies, including Universal Design for Learning, will be utilized to reinforce and strengthen students' literacy and math achievement.

GOAL 2: TARGETED SUPPORTS

PROPOSED ACTION REVISIONS

2.4

~~Continue to develop and refine social-emotional supports,~~ ~~including~~ Strengthen and align comprehensive social-emotional, attendance, and behavioral support systems to address barriers to learning and improve student outcomes. District mental health providers and contracted interns will implement targeted attendance interventions and proactive behavioral supports through a coordinated system that includes prevention, early intervention, and intensive support based on student need. Focused efforts will address chronic absenteeism and suspension rates for Long-Term English Learners and Students with Disabilities. Ongoing data analysis, progress monitoring, and site-level collaboration will ensure timely, responsive, continuous improvement in student engagement, attendance, and behavior.



GOAL 2: TARGETED SUPPORTS

PROPOSED ACTION REVISIONS

2.5	Provide parent education and maintain regular two-way school-to-home communication regarding academic programs and student progress. The District will ~~l~~intentionally ~~solicit parent participation targeting~~ conduct targeted outreach to families/guardians of English Learners, Foster Youth, Low Income, Homeless, and Students with Disabilities, ~~including~~ ensuring access through oral interpretation and written translations to support student success.



GOAL 2: TARGETED SUPPORTS
PROPOSED ACTION REVISIONS

~~2.6~~	~~Support academic achievement for English Learners, including Long-Term English Learners (LTELs), by using the English Language Proficiency Assessments for California (ELPAC) results to determine English fluency and provide targeted language support. Deliver English Language Development (ELD) instruction through designated and integrated models using research-based strategies and standards-aligned resources. Differentiate instruction to meet individual needs, monitor LTEL progress to support reclassification, and continue providing professional development to enhance instruction.~~
2.6	Strengthen and expand English Learner (EL) services, particularly for Long-Term English Learners (LTELs), to increase English proficiency, academic achievement, and timely reclassification. Designated staff, targeted small-group language instruction, and ongoing professional development will strengthen staff capacity to deliver differentiated, research-based lessons to support language acquisition and achievement for ELs and LTELs.

GOAL 2: TARGETED SUPPORTS
PROPOSED ACTION REVISIONS

2.7	~~Ensure foster youth are provided all educational rights and receive increased or improved services such as social emotional, academic, and enrichment programs and support services~~ Continue to strengthen comprehensive supports for Foster Youth by providing counseling, case management, referrals, or resources to help reduce and eliminate barriers to strengthen attendance, academic progress, and promote overall well-being.
2.8	~~Designated support staff will ensure~~ Continue to strengthen supports for students experiencing economic poverty or homelessness by ensuring qualified staff provide academic support, materials, supplies, counseling, case management, and referrals to District and community resources to help reduce or eliminate barriers to and promote attendance, academic success, and overall well-being.

GOAL 2: TARGETED SUPPORTS METRICS

Student Groups English Learners (ELs) ~ Low Income ~ Foster Youth ~ Homeless ~ Long-Term English Learners (LTELs) ~ Students with Disabilities

Smarter Balanced Assessments (Goal = Standard Met/Standard Exceeded)

- English Language Arts (ELA)
- Math

CA School Dashboard (Goal = Green)

- English Language Arts (ELA)
- Math
- English Language Proficiency Indicator (ELPI)
- Chronic Absenteeism
- Suspension

Local Indicators

- Reclassification
- Translation/Interpretation
- iReady: Reading and Math

GOAL 2: TARGETED SUPPORTS METRICS

Survey	Question	Goal / Outcome
	Strongly Agree/Agree	
Annual Parent Survey	My child's school provides opportunities for parents to learn how to support their children.	90% / 90%
Annual Title 1 Parent Survey	The school provides information and/or workshops that help with better parent participation in your child's education.	95% / 97%

Next Steps



May

OCDE

Review by Orange County Department of Education (OCDE)

June

BOARD APPROVAL

- June 9 Public Hearing
- June 23 Board Approval



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THANK YOU

LCAP **Goal 2** Targeted Support

