



2026-27 Local Performance Indicator Self-Reflection

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Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	353	93.77%	1.13%	0.85%	0.57%	3.68%	0%	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Ocean View School District continues to demonstrate strong progress in building relationships between school staff and families through consistent communication, welcoming school environments, and intentional engagement efforts. As part of the district’s continuous improvement process, an annual LCAP Parent/Guardian Survey is administered to gather input and measure family experiences. Results indicate high levels of positive perception, with 95% of parents reporting they feel welcomed at their child’s school, 92% indicating they know who to contact with questions or concerns, and 88% sharing that their input is heard and valued.

The district has strengthened two-way communication through expanded use of multiple platforms, including ParentSquare, school and district websites, social media, and direct outreach from school staff. Schools continue to prioritize timely and accessible communication, ensuring that families receive consistent information regarding student learning, school activities, and available supports.

In addition, school sites have continued to build welcoming environments by increasing opportunities for family engagement through events such as Back-to-School Night, Open House, parent conferences, and family learning opportunities connected to student achievement and school climate. These efforts are supported by site and district staff who prioritize relationship-building and culturally responsive practices to meet the diverse needs of families.

The district’s ongoing focus on strengthening school climate through Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), and restorative practices has also contributed to stronger relationships between staff and families. As schools create more positive and supportive environments for students, families report increased trust and connection to their school communities.

Overall, these efforts demonstrate continued progress in building strong, respectful, and collaborative relationships between school staff and families, supporting both student success and meaningful family engagement.

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

The district's survey results and educational partner input reflect strong relationships between schools and families. At the same time, analysis of local data indicates a need to strengthen consistency and depth of engagement across all school sites and student groups.

A primary focus area is expanding meaningful two-way communication so that all families feel connected, informed, and valued. This includes increasing opportunities for families to engage in dialogue with school staff, provide feedback, and participate as partners in their child's education, rather than only receiving information.

Another area for improvement is increasing engagement with underrepresented families, including families of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness. Efforts will continue to ensure communication is accessible, culturally responsive, and aligned to the diverse languages and needs of the community.

The district will also continue to build staff capacity to support strong family relationships through ongoing professional learning focused on effective communication, cultural responsiveness, and family engagement practices. This includes supporting site leaders in creating consistent, welcoming environments across all schools.

These focus areas will guide continued improvement in strengthening relationships between school staff and families and ensuring equitable engagement across the district.

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

Ocean View School District will strengthen engagement of underrepresented families by expanding targeted outreach, improving accessibility of communication, and increasing opportunities for meaningful participation in school communities. Efforts will focus on families of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness to ensure all families are connected and engaged.

To improve access to information, the district will enhance multilingual communication through ParentSquare, school websites, and other district platforms, along with expanded use of translation and interpretation services. Schools will also use multiple communication methods, including phone calls, text messages, and in-person outreach, to better connect with families who may not engage through traditional channels.

The district will strengthen relationship-building efforts by expanding the role of family liaisons and site staff to provide personalized outreach, including check-ins, support in navigating school systems, and connection to resources. Family engagement opportunities, such as workshops, conferences, and family learning events, will be designed to be accessible, culturally responsive, and aligned to student learning and well-being.

In addition, the district will continue to build staff capacity through professional learning focused on effective family engagement strategies, including culturally responsive practices, two-way communication, and creating welcoming environments across all school sites.

Through these actions, the district will increase participation from underrepresented families, strengthen relationships between families and school staff, and support families as active partners in their child's education.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Ocean View School District demonstrates strong progress in building partnerships with families to support student outcomes through established engagement structures, consistent communication, and opportunities for collaboration. Educational partner input and local data indicate that families value these opportunities and remain actively engaged in their child’s education and school community.

A key strength is the district’s implementation of structured avenues for family participation, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), Equity and Inclusion meetings for families of students in special education, and Dual Language Immersion (DLI) parent meetings. These groups provide meaningful opportunities for families to engage in discussions related to student achievement, programs, and services. In addition, PTA/PTO/SA/SO President Roundtable meetings support ongoing collaboration between family leaders and district staff.

The district has also established effective communication systems that support ongoing partnerships with families. The use of ParentSquare, school and district websites, and direct communication from teachers ensures families receive timely, relevant information about student progress, school programs, and available supports. These systems promote two-way communication and help families remain connected to their child’s learning.

Family engagement efforts have expanded to include workshops and family learning opportunities aligned to academic expectations, social-emotional development, and strategies to support learning at home. Events such as Back-to-School Night, Open House, and parent-teacher conferences further strengthen the connection between families and schools.

Overall, these efforts reflect strong progress in building collaborative partnerships with families, supporting shared responsibility for student success, and contributing to positive student outcomes across the district.

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

While Ocean View School District has established strong systems for engaging families as partners in student outcomes, analysis of educational partner input and local data indicates a need to strengthen the consistency, access, and impact of these efforts across all school sites and student groups.

A primary area for improvement is increasing participation and representation of underrepresented families, including families of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness. Although structures such as SSC, ELAC, DELAC, Equity and Inclusion meetings, and DLI parent meetings are in place, participation varies across sites, and additional outreach and support are needed to ensure equitable access and consistent engagement.

Another focus area is strengthening the connection between family engagement efforts and student outcomes. The district will expand family learning opportunities aligned to academic priorities, including literacy, mathematics, and social-emotional development, to better support families in reinforcing learning at home.

In addition, the district will work to increase consistency across school sites in how partnerships are developed and sustained. This includes continued professional learning for site leaders and staff focused on effective family engagement strategies, two-way communication, and the use of family input to support student progress.

These focus areas will guide continued improvement in building equitable and effective partnerships with families and ensure that all families have meaningful opportunities to support and contribute to improved student outcomes.

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

Ocean View School District will strengthen engagement of underrepresented families by expanding targeted outreach, increasing access to information, and creating meaningful opportunities for participation in programs that support student outcomes. Efforts will focus on families of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness to ensure equitable access and involvement.

To improve access to information, the district will enhance multilingual communication through ParentSquare, school websites, and district platforms, along with expanded use of translation and interpretation services. Schools will also utilize multiple outreach methods, including phone calls, text messages, and in-person communication, to connect with families who may not engage through traditional channels.

The district will increase participation in advisory groups and engagement opportunities, including SSC, ELAC, DELAC, Equity and Inclusion meetings, and DLI parent meetings, by providing flexible meeting options and targeted outreach to families. PTA/PTO/SA/SO President Roundtable meetings will continue to support collaboration and elevate family voice at the district level.

In addition, the district will expand family learning opportunities aligned to student outcomes, including workshops focused on literacy, mathematics, and social-emotional development, to support families in actively engaging in their child's learning. Site staff and family liaisons will provide personalized outreach and support to help families access resources and participate in school programs.

Through these actions, the district will increase participation from underrepresented families, strengthen partnerships, and support families as active contributors to improved student outcomes.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Ocean View School District demonstrates strong progress in seeking and using educational partner input to inform decision-making. Input from families, staff, students, and community members is intentionally integrated into the district’s continuous improvement processes and directly informs the development and refinement of LCAP goals, actions, and services.

A key strength is the district’s ability to gather and apply feedback through multiple measures, including LCAP surveys, focus groups, and community meetings. These efforts provide valuable insight into district priorities such as academic achievement, school climate, attendance, and family engagement, and are used to guide planning and resource allocation.

The district has established systems to ensure that input collected at the school level is elevated to inform districtwide decisions. Site leaders regularly collaborate with district staff to review feedback, align school plans with district goals, and ensure that educational partner perspectives are reflected in both site and district planning processes.

In addition, the district has built strong capacity among both staff and families to participate in advisory groups and decision-making processes. Families are supported in understanding their role in these structures, and staff are supported in facilitating meaningful engagement that promotes dialogue, shared responsibility, and informed decision-making.

Overall, these efforts reflect a strong commitment to incorporating educational partner voice into decision-making, resulting in more responsive planning, aligned systems, and continuous improvement in support of student outcomes.

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

While Ocean View School District has established strong systems for gathering educational partner input, analysis of local data indicates a need to strengthen representation, transparency, and consistency in how input informs decision-making.

A primary area for improvement is increasing participation from underrepresented families, including families of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness. The district will expand targeted outreach and reduce barriers to participation to ensure a broader range of perspectives is included in decision-making processes.

Another focus area is strengthening understanding among families about how their input contributes to district and school decisions. Efforts will focus on providing clear, accessible information about priorities, funding decisions, and program development so that families can engage more fully and confidently in advisory roles.

In addition, the district will enhance feedback loops by more consistently communicating how educational partner input has influenced decisions. Strengthening these practices will increase transparency, build trust, and encourage continued participation across all stakeholder groups.

Finally, the district will work to ensure greater consistency across school sites in how input is collected, reviewed, and applied. This includes continued support for site leaders to align engagement practices and decision-making processes with district goals.

These focus areas will support continued growth in ensuring that all educational partners are meaningfully represented and that their input actively informs district and school decision-making.

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

Ocean View School District will strengthen engagement of underrepresented families in decision-making by expanding targeted outreach, increasing accessibility, and creating more inclusive opportunities for participation. Efforts will focus on families of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness to ensure broader representation in district and school decisions.

To improve access, the district will enhance multilingual communication through ParentSquare, district and school websites, and other platforms, along with expanded use of translation and interpretation services. Outreach will include multiple methods, such as phone calls, text messages, and personalized communication from site staff and family liaisons, to better connect with families who may not typically participate in advisory or decision-making processes.

The district will increase participation in decision-making structures by offering flexible meeting options, increasing awareness of opportunities, and reducing barriers to involvement. These efforts will support more consistent representation across advisory groups and strengthen family voice in discussions related to programs, services, and priorities.

In addition, the district will strengthen feedback loops by clearly communicating how educational partner input influences decisions, including LCAP priorities, program development, and resource allocation. Providing timely and transparent follow-up will build trust and support sustained engagement.

Through these actions, the district will increase representation of underrepresented families in decision-making processes and ensure that all educational partners have meaningful opportunities to contribute to decisions that impact student outcomes.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

Ocean View School District administers an annual, locally developed Student Climate Survey to students in grades 2 through 8 to measure perceptions of school safety, connectedness, and relationships with peers and adults. This survey serves as a key local indicator aligned to LCAP Goal 3 and is used to monitor progress in creating safe, supportive, and engaging school environments.

Survey results indicate strong overall perceptions of school climate, particularly in the elementary grades. When asked if they feel safe at school, 85% of students in grades 2–3 and 86% of students in grades 4–5 reported feeling safe “most of the time” or “always.” In grades 6–8, 72% of students reported feeling safe, indicating a need for continued focus at the middle school level. Similarly, 88% of students in grades 2–3, 89% in grades 4–5, and 73% in grades 6–8 reported that adults at school care about them.

Additional survey items highlight strengths in promoting positive behavior and inclusive environments. A high percentage of students across grade spans reported that their schools teach kindness and respectful behavior, with 88% of students in grades 2–3, 80.5% in grades 4–5, and 75.7% in grades 6–8 responding positively. Furthermore, 82.1% of students in grades 4–5 and 73.1% of students in grades 6–8 agreed that their school teaches that bullying is not allowed.

Student voice data also reflects areas for continued growth. While 67.82% of students in grades 2–3 reported that students talked to each other in a kind way, this decreases to 58.58% in grades 4–5 when asked if students treat each other with respect, and 45% in grades 6–8. These trends indicate the need to continue strengthening student voice, engagement, and relationships, particularly at the middle school level.

In addition to survey data, the district monitors related indicators such as attendance, chronic absenteeism, and suspension rates, which further informs school climate efforts and aligns with LCAP actions focused on student engagement and well-being.

Overall, the data reflects strong foundational systems supporting positive school climate, with identified areas for continued focus to ensure all students feel safe, connected, and supported across all grade levels.

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

Analysis of the Student Climate Survey data indicates that Ocean View School District has established strong, positive school environments, particularly in the elementary grades, where students report high levels of safety, connection, and positive relationships with adults. Across grade spans, a clear strength is that students feel cared for by adults and are learning in environments that promote kindness, respect, and appropriate behavior. These findings reflect the district’s continued focus on Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), and restorative practices, which support a positive and inclusive school climate.

At the same time, the data highlights important areas for continued growth, particularly at the middle school level. Students in grades 6–8 report lower levels of feeling safe, connected, and listened to compared to elementary students. These trends suggest a need to further strengthen adult-student relationships, increase opportunities for student voice, and ensure that students feel supported and valued as they transition into and through middle school.

The data also reinforces the importance of continuing to focus on consistent implementation of schoolwide practices across all sites. While overall trends are positive, variability across grade spans indicates a need to ensure that all students, including those in upper grades, experience a safe and supportive environment.

These findings align with other local and state indicators, including attendance and behavior data, and support the district’s continued emphasis on strengthening school climate systems, enhancing student engagement, and providing targeted supports for student groups who may experience lower levels of connectedness.

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

Ocean View School District will refine school climate practices based on analysis of student climate survey data and related local indicators. In response to identified needs, particularly at the middle school level, the district will strengthen adult-student relationships, expand opportunities for student voice, and increase consistency in the implementation of school climate practices across all sites.

To address these areas, the district will enhance implementation of Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), and restorative practices, with a focus on consistent, schoolwide application. Professional learning will support staff in building positive relationships, fostering inclusive environments, and using proactive strategies that promote student engagement and well-being.

Targeted supports will be prioritized at the middle school level, including expanded access to counseling services, mental health supports, and interventions designed to improve students' sense of safety, belonging, and connection. District and site leaders will use ongoing data review cycles, including student climate, attendance, and behavior data, to monitor progress and adjust supports as needed.

The district will also strengthen student voice by incorporating student feedback into site and district planning and expanding structured opportunities for students to share their experiences and perspectives.

These actions are aligned with LCAP Goal 3 actions focused on safe and supportive school environments and Goal 2 actions related to student engagement and attendance. Through ongoing reflection and data-informed adjustments, the district will ensure that all students experience a safe, supportive, and inclusive learning environment.

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

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

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

Ocean View School District utilizes multiple locally selected measures and tools to monitor student access to and enrollment in a broad course of study across all grade spans and student groups. The Aeries Student Information System is used to review student schedules, enrollment, and participation in core and supplemental programs, ensuring all students have access to standards-aligned instruction, including language arts, mathematics, science, history-social science, and physical education, as well as English Language Development (ELD) for English Learners as appropriate.

For students with disabilities, the Special Education Information System (SEIS) is used to monitor program placement, services, and alignment to Individualized Education Programs (IEPs), ensuring access to the least restrictive environment and appropriate curriculum. English Learner progress and access are monitored through ELPAC data and designated English Language Development services.

Additional monitoring includes review of participation in specialized programs such as Dual Language Immersion, STEAM, music, and middle school electives. Data is reviewed across student groups, including English Learners,

Foster Youth, Low-Income students, and students experiencing homelessness, to ensure equitable access and identify any gaps.

These tools support ongoing monitoring and ensure all students have access to a comprehensive and rigorous course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Using locally selected measures, Ocean View School District has determined that all students have access to and are enrolled in a broad course of study across all grade spans. Review of Aeries scheduling data confirms that students are enrolled in core academic subjects, including English Language Arts, mathematics, science, history-social science, and physical education, as well as English Language Development (ELD) for English Learners as appropriate.

Students in middle school have access to a range of elective courses, including music, STEAM, and other enrichment opportunities. Participation in specialized programs, such as Dual Language Immersion, continues to expand, providing additional pathways for student engagement and achievement.

Monitoring of student groups, including English Learners, Foster Youth, Low-Income students, students experiencing homelessness, and Students with Disabilities, indicates equitable access to core instruction and supplemental programs. SEIS data confirms that students with disabilities are provided access to curriculum aligned with their Individualized Education Programs in the least restrictive environment.

Across school sites, access to a broad course of study is consistent, with no identified barriers. The district continues to monitor enrollment and participation data to ensure equitable access and maintain consistent implementation across all sites.

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

Based on review of local measures and enrollment data, no significant barriers have been identified that prevent students from accessing a broad course of study. All students are enrolled in core academic programs and have access to supplemental and enrichment opportunities. The district will continue to monitor enrollment, participation, and program access across all student groups to ensure equitable access and address any emerging needs.

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

Based on the review of local measures and ongoing monitoring, Ocean View School District will continue to maintain and strengthen access to a broad course of study for all students. The district will continue to review student enrollment, scheduling, and participation data to ensure equitable access across all school sites and student groups.

To support continuous improvement, the district will continue to expand and refine program offerings, including middle school electives, Dual Language Immersion, and enrichment opportunities that promote student engagement

and achievement. Ongoing monitoring of English Learners, Students with Disabilities, Foster Youth, Low-Income students, and students experiencing homelessness will ensure that all students have access to appropriate supports and services aligned to their needs.

The district will also continue to collaborate with site leaders to ensure consistent implementation of course offerings and maintain alignment with state standards and district priorities.

Through these efforts, the district will sustain equitable access to a comprehensive course of study and respond to any emerging needs to support all students.