



LCFF Budget Overview for Parents

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

CDS Code: 30666130000000

School Year: 2026-27

LEA contact information:

Julianne Hoefer

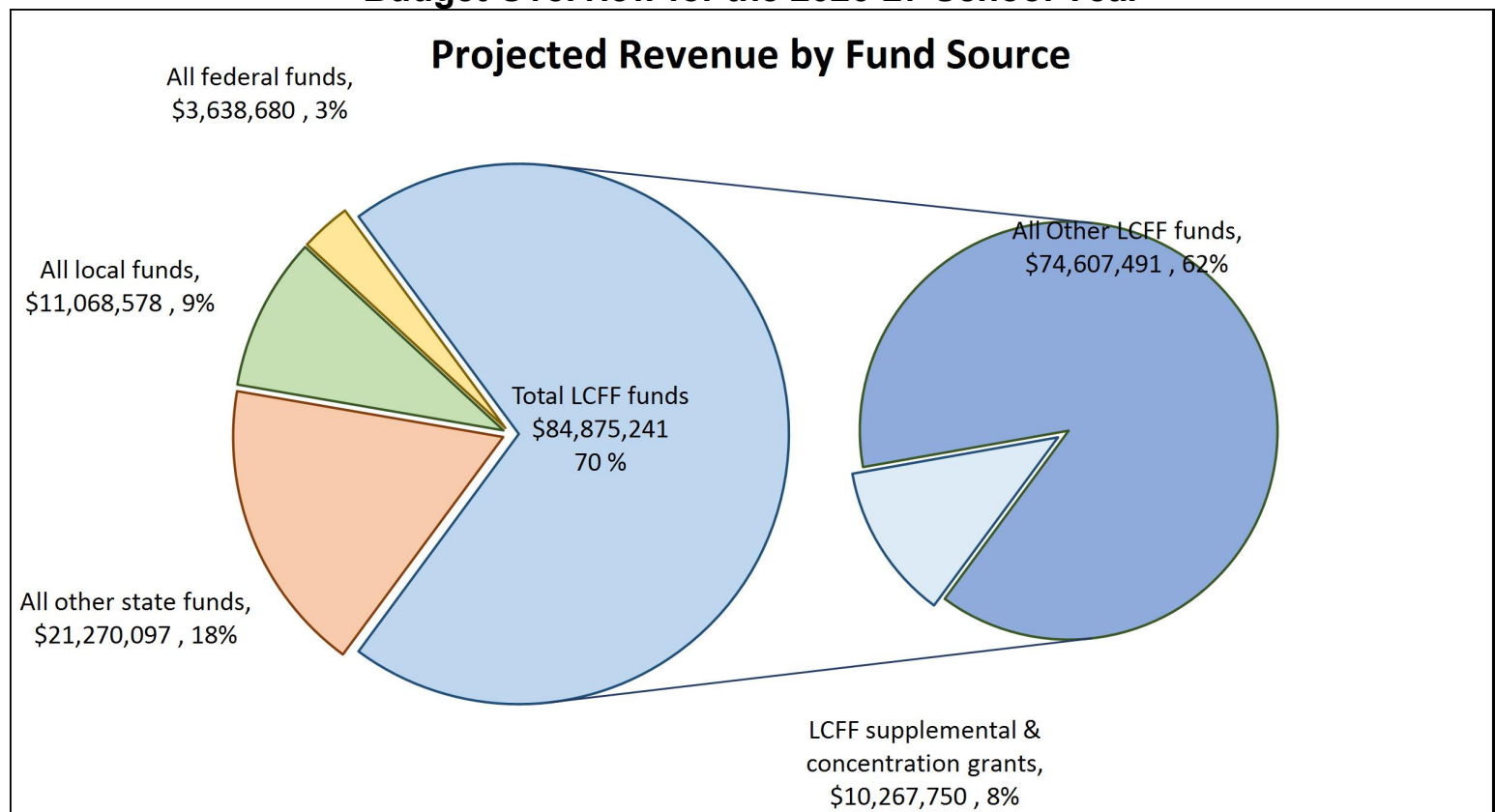
Superintendent

jhoefer@ovsd.org

714-847-2551

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

Budget Overview for the 2026-27 School Year

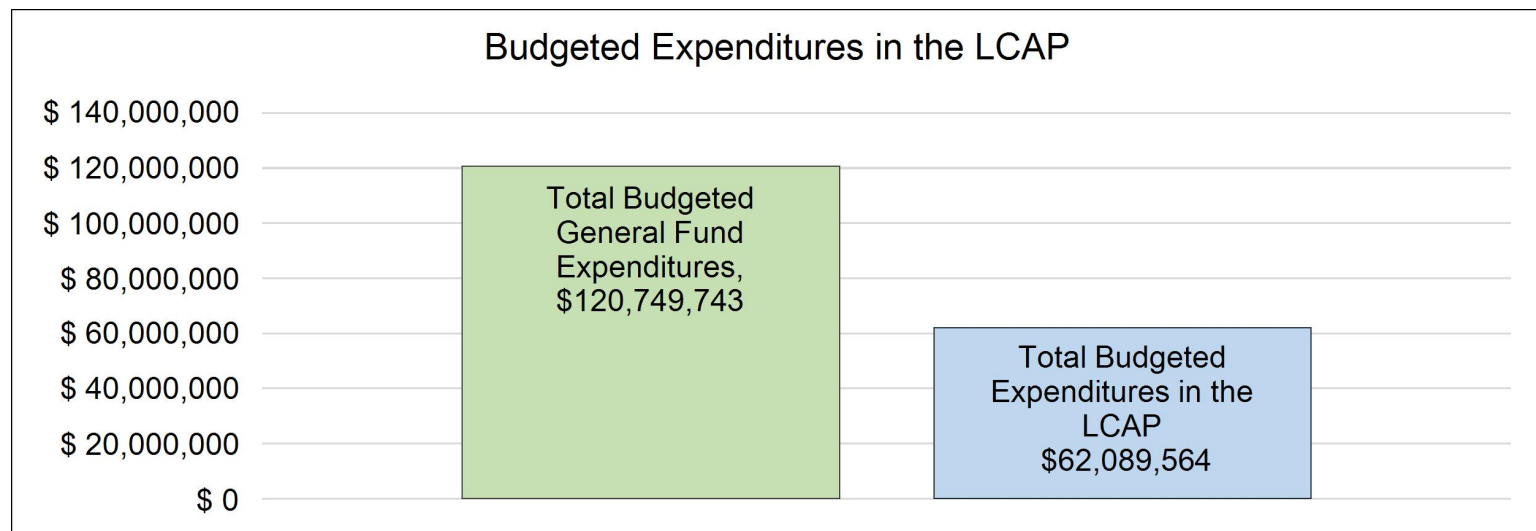


This chart shows the total general purpose revenue Ocean View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ocean View School District is \$120,852,596, of which \$84,875,241 is Local Control Funding Formula (LCFF), \$21,270,097 is other state funds, \$11,068,578 is local funds, and \$3,638,680 is federal funds. Of the \$84,875,241 in LCFF Funds, \$10,267,750 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ocean View School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ocean View School District plans to spend \$120,749,743 for the 2026-27 school year. Of that amount, \$62,089,564 is tied to actions/services in the LCAP and \$58,660,179 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

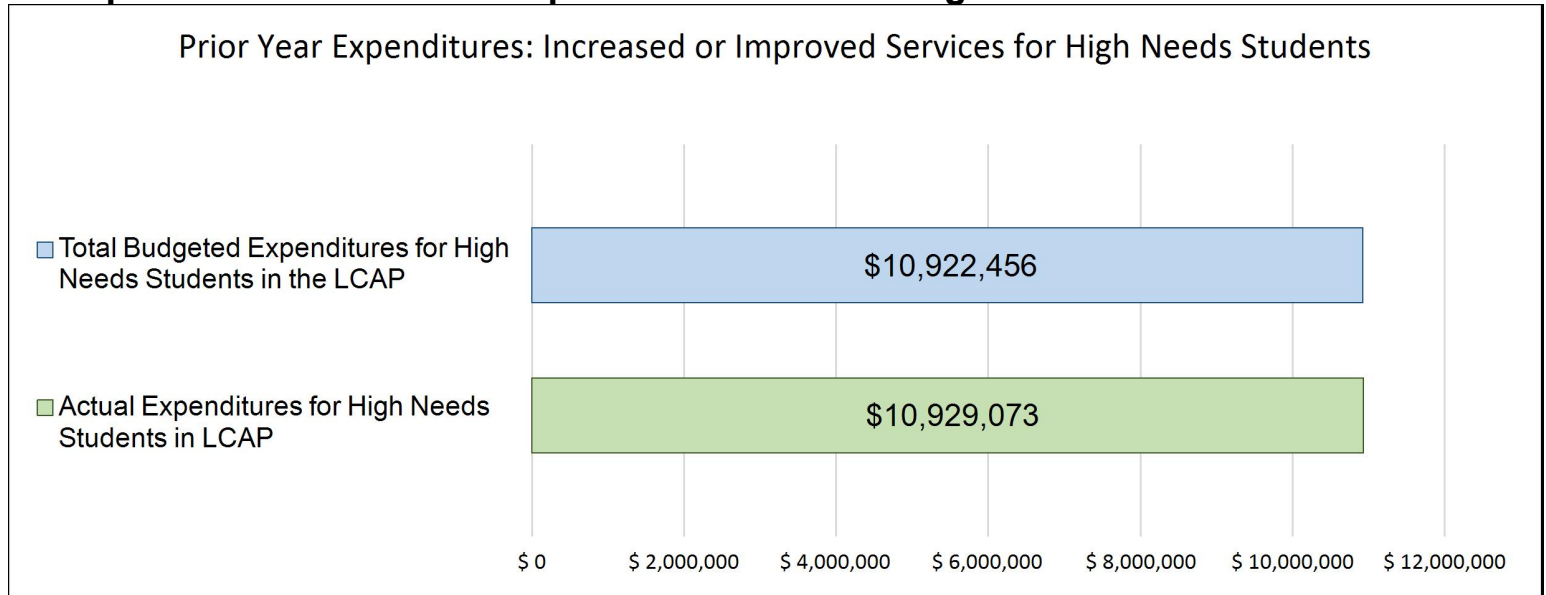
Operational expenses that do not directly target student achievement and outcomes, such as transportation, utilities, and maintenance/operations are excluded. In addition, other programs such as Special Education, Federal and State categorical programs, and Child Care are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ocean View School District is projecting it will receive \$10,267,750 based on the enrollment of Foster Youth, English learner, and low-income students. Ocean View School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ocean View School District plans to spend \$11,061,538 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Ocean View School District's LCAP budgeted \$10,922,456 for planned actions to increase or improve services for high needs students. Ocean View School District actually spent \$10,929,073 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ocean View School District	Julianne Hoefer Superintendent	jhoefer@ovsd.org; 714-847-2551 x1310 714-847-2551

Plan Summary [2026-27]

General Information

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

The Ocean View School District (OVSD) serves approximately 6,929 students in transitional kindergarten through grade eight and their families from the communities of Huntington Beach, Fountain Valley, Westminster, and Midway City. The district includes ten elementary schools and three middle schools, with approximately 1,054 employees supporting student learning and well-being.

Through a strong governance team, the Board of Trustees is committed to student achievement, innovative programs, open communication, and meaningful engagement of all educational partners. This commitment is reflected in the alignment of the OVSD Blueprint, the Local Control and Accountability Plan (LCAP), and each school's Single Plan for Student Achievement (SPSA), ensuring a consistent and focused approach to improving student outcomes.

OVSD provides a range of educational program options designed to meet the diverse needs and interests of students. The Spanish Dual Language Immersion program at Harbour View Elementary School (K-5) is in its sixth year and has expanded to include kindergarten at Golden View Elementary School (kindergarten and first grade in 2026-27) and sixth grade at Mesa View Middle School (sixth and seventh grades for 2026-27). Golden View Elementary School also hosts an Environmental Science program. Additional specialized programs include a Visual and Performing Arts (VAPA) Academy at Westmont Elementary School, STEAM programs at Lake View Elementary School and Vista View Middle School, expanded visual and performing arts opportunities at the middle school level, a comprehensive writing continuum, and a focus on formative, diagnostic, and performance-based assessments to demonstrate student learning.

OVSD serves a diverse student population, including 42.66% Hispanic, 31.66% White, 13.77% Asian, 7.55% two or more races, and 4.36% other. The district values the cultural and linguistic diversity of its community and works to ensure programs and services are responsive to student needs.

Ocean View prioritizes strong partnerships with families, staff, and the community. Through ongoing communication and engagement opportunities, educational partners contribute to the design, implementation, and evaluation of district programs and services, supporting continuous improvement and student success.

Reflections: Annual Performance

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

The Ocean View School District focused on strengthening student achievement, engagement, and access to instruction during the 2025–26 school year through the implementation of Universal Design for Learning (UDL), data-informed instruction, and expanded supports for student groups.

According to the California School Dashboard, the All Students group performed at the Green level in English Language Arts and Suspension, Yellow in Mathematics and the English Learner Progress Indicator (ELPI), and Orange in Chronic Absenteeism, indicating areas of strength as well as continued need for improvement.

Local assessment data from the iReady Diagnostic, which is given three times a year, shows strong student growth in both English Language Arts and mathematics. At the beginning of the year, approximately 38% of students were on track in reading and 28% in mathematics. By May 2026, 58% of students met or exceeded grade-level expectations in English Language Arts and 54% in mathematics. This growth reflects the impact of differentiated instruction, targeted small-group support, and the use of data to guide instruction.

Despite this growth, Dashboard data indicates that several student groups continue to perform below standard. Students with Disabilities and Long-Term English Learners performed at the Red level in both English Language Arts and mathematics. English Learners, Low-Income students, Foster Youth, and students experiencing homelessness also performed below standard across multiple indicators. Chronic absenteeism remained an area of concern, with the All Student group at Orange and higher rates for Students with Disabilities, Foster Youth, and Long-Term English Learners.

At the school level, multiple sites reported Red performance for Students with Disabilities and Long-Term English Learners across academic and attendance indicators. These results highlight the need for continued targeted support and consistent implementation of effective instructional and engagement practices across schools. Efforts to improve school climate and student engagement contributed to positive outcomes in suspension rates, which remained low across the district. Implementation of PBIS, restorative practices, and increased access to counseling and mental health supports supported improved student behavior and engagement through our MTSS framework. Attendance improved overall; however, chronic absenteeism continues to disproportionately impact specific student groups.

California School Dashboard Performance Levels:

2025 District: ENGLISH LANGUAGE ARTS

All Students: Green (Maintained -1.3 points; 12.8 points above standard)
English Learners: Orange (Maintained -1.9 points; -46.5 points below standard)
Low-income: Orange (Declined 3.3 points; -19.4 points below standard)
Students with Disabilities: Red (Declined 6.9 points; -83.2 points below standard)
Foster Youth: Orange (Increased 11 points; -85.4 points below standard)
Homeless: Orange (Declined 7.6 points; -40.6 points below standard)
Long-Term English Learners: Red (Decreased 8.6 points; -105.8 points below standard)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

Site: ENGLISH LANGUAGE ARTS

Harbour View: Red (Students with Disabilities)

Lake View: Red (Students with Disabilities)

Mesa View: Red (Students with Disabilities)

Oak View: Red (Students with Disabilities)

Vista View: Red (Students with Disabilities and Long-Term English Learners)

Westmont: Red (Students with Disabilities)

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

District: ENGLISH LANGUAGE ARTS

Foster Youth: Red

Site: ENGLISH LANGUAGE ARTS

Mesa View: Red (Students with Disabilities)

Spring View: Red (Homeless)

Village View: Red (Students with Disabilities)

2025 District: MATHEMATICS

All Students: 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 0.4 points; -16.3 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)

Long-Term English Learners: Red (Declined 10.8 points; -145 points below standard)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

Site: MATHEMATICS

Golden View: Red (Students with Disabilities)

Harbour View: Red (Students with Disabilities)

Marine View: Red (Students with Disabilities)

Mesa View: Red (Students with Disabilities and Long-Term English Learners)
Vista View: Red (Students with Disabilities and Long-Term English Learners)
Westmont: Red (Students with Disabilities)

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

Site: MATHEMATICS

Marine View: Red (English Learners)

Spring View: Red (Homeless)

Village View: Red (Students with Disabilities)

Vista View: Red (Students with Disabilities)

2025 District: ENGLISH LANGUAGE PROFICIENCY INDICATOR (ELPI)

Yellow (Maintained -1.7%; 45.5% making progress)

No sites have student groups that received the lowest performance level on one or more state indicators on the 2025 Dashboard.

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

Site: ENGLISH LANGUAGE PROFICIENCY INDICATOR (ELPI)

Spring View: Red

Vista View: Red

2025 District: CHRONIC ABSENTEEISM

All Students: Orange (Maintained 0.1%; 11.8%)

English Learners: Orange (Maintained -0.1%; 15.7%)

Low-income: Orange (Maintained 0.4%; 16.3%)

Students with Disabilities: Red (Maintained -0.2%; 22.8%)

Foster Youth: Red (Increased 10.1%; 32.5%)

Homeless: Yellow (Declined 2.4%; 18.5%)

Long-Term English Learners: (Increased 1.8%; 23.3%)

The following sites have student group(s) that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

Site: CHRONIC ABSENTEEISM

Circle View: Red (Students with Disabilities and Low Income)

College View: Red (Students with Disabilities)

Golden View: Red (Homeless)

Harbour View: Red (Students with Disabilities and Low Income)

Hope View: Red (Students with Disabilities)

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

Mesa View: Red (English Learners)

Vista View: Red (English Learners, Homeless, Students with Disabilities, Hispanic, Long-Term English Learners)

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

Site: CHRONIC ABSENTEEISM

Circle View: Red (Students with Disabilities)

College View: Red (Hispanic)

Hope View: Red (English Learners)

Mesa View: Red (English Learners and Homeless)

Village View: Red (Students with Disabilities)

2025 District: SUSPENSION

All Students: Green (Declined 0.5%; 0.8%)

English Learners: Yellow (Maintained 0.1%; 1.9%)

Low-income: Green (Declined 0.5%; 1.2%)

Students with Disabilities: Green (Declined 0.5%; 1.9%)

Foster Youth: Orange (Declined 1.9% or more; 8.3%)

Homeless: Green (Declined 1.2%; 1.1%)

Long-Term English Learners: Red (Increased 1.4%; 7.3%)

African American Youth: Orange (Maintained -0.2%, 3.4%)

The following site has student groups that received the lowest performance level on one or more state indicators on the 2025 Dashboard.

SUSPENSION

Mesa View: Red (English Learners, Students with Disabilities, and Long-Term English Learners)

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

District: SUSPENSION

Foster Youth: Red

African American: Red

Site: SUSPENSION

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

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

2025 District: SCIENCE

All Students: Green (Maintained 1.8 points; 59.8 points)

English Learners: Yellow (Maintained 0.8 points; 45.5 science points)

Hispanic: Yellow (Maintained 0.3 points; 49.4 science points)

Homeless: Green (Increased 2.6 points; 50.5 science points)

Low Income: Green (Increased 2.1 points; 53.1 science points)

Students with Disabilities: Orange (Maintained -1.58 points; 40.3 science points)

Long-Term English Learners: Red (Maintained -1.9 points, 32.6 science points)

Professional learning throughout the year focused on writing instruction, early literacy and phonics, support for English Learners, and expanded use of i-Ready and Universal Reading Screener (Amira) data to guide instruction. These efforts strengthened teacher capacity to implement differentiated instruction and respond to student needs. Targeted professional development also supported Students with Disabilities and other unduplicated student groups.

Educational partner input emphasized the importance of strengthening relationships, increasing student engagement, and supporting students' social-emotional well-being. These priorities align with the district's continued focus on improving attendance, reducing chronic absenteeism, and strengthening connections between students and staff.

Attendance and suspension continued to be an area of focus during the 2025–26 school year, particularly for Students with Disabilities and Long-Term English Learners. California School Dashboard results and local data showed that while overall suspension rates remained low and attendance improved, certain student groups continue to experience higher rates of chronic absenteeism and disciplinary incidents. To address these areas, the district strengthened consistent practices across schools for monitoring attendance and supporting positive student behavior. Schools regularly reviewed attendance and discipline data to identify students in need of additional support and worked closely with families to address barriers to regular attendance. Clear communication, early outreach, and ongoing follow-up helped improve student engagement and connection to school, as reflected in decreased chronic absenteeism rates, Green status in Suspension on the California School Dashboard, and 93% of parents reporting their child had at least one positive adult connection at school.

The district also expanded access to counseling and mental health supports and continued to promote positive behavior through clear expectations and alternatives to suspension. Staff received ongoing support to strengthen classroom practices that promote student engagement and reduce the need for disciplinary action. These efforts contributed to maintaining low suspension rates and continued improvement in attendance overall. At the same time, the district recognizes the need to further reduce chronic absenteeism and suspensions for targeted student groups. Moving forward, the district will continue to build consistency across schools, strengthen family partnerships, and provide timely supports to ensure all students are engaged, supported, and present for learning. The increase in climate survey targets reflects this continued focus on improving student perceptions of safety, connectedness, and respect, which remain key priorities identified through student and educational partner feedback.

In 2025-26, Ocean View School District was identified for for Technical Assistance/Differentiated Assistance based on 2025 Dashboard results and will continue to work with the County Office of Education partners for progress monitoring to identify and support all schools meeting criteria for Additional Targeted Support and Assistance (ATSI) and Targeted Support and Assistance (TSI) and accelerate improvement districtwide for Students with Disabilities and Long-Term English Learners to exit Differentiated Assistance Status (DAS). Students with Disabilities scored Red in English Language Arts, mathematics, and Chronic Absenteeism, and Long-Term English Learners scored Red in Suspension and Chronic Absenteeism. In addition, College View Elementary was identified for Targeted Support and Improvement (TSI), and Hope View Elementary was identified for Additional Targeted Support and Improvement (ATSI), based on Chronic Absenteeism for Students with Disabilities. Actions to address these areas are included in LCAP Actions 2.3 and 2.4 and in site-level plans. To address identified needs, the district will continue to strengthen data-driven instruction, expand use of interim assessments, and increase focus on mathematics and foundational literacy. Continued implementation of UDL practices will support access to rigorous instruction for all

students. The district will also maintain a strong focus on attendance, engagement, and behavior through consistent monitoring, early intervention, and expanded family partnerships.

Learning Recovery and Emergency Block Grant

Following a comprehensive needs assessment, Ocean View School District identified that, should additional Learning Recovery Emergency Block Grant (LREBG) funding become available, funds would be used to support Action 1.2 and 3.2. These planned uses were aligned with allowable expenditures under California Education Code requirements for LREBG funding.

In 2025–26, the district fully utilized LREBG funds to support Actions 1.2 and 3.2, which focus on strengthening instructional practices, access to standards-aligned materials, and student engagement and support.

Based on ongoing needs assessment, any future LREBG funds received for 2026–27 will continue to support Actions 1.2 and 3.2 (with \$275,000 designated towards Action 1.2 and \$170,635 designated towards 3.2) to strengthen instruction, expand access to high-quality learning experiences, and improve student engagement and outcomes, particularly for student groups performing at the Red level on the California School Dashboard, including Students with Disabilities, Long-Term English Learners, Foster Youth, and African American students.

Reflections: Technical Assistance

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

Reflections: Technical Assistance

In 2025–26, Ocean View School District continued participation in Differentiated Assistance in partnership with the Orange County Department of Education, with a focused emphasis on improving outcomes for Students with Disabilities and Long-Term English Learners. Analysis of the California School Dashboard, CAASPP, and local data identified key areas of need in academic achievement, attendance, and consistency of systems and practices across school sites.

To address these areas, the district implemented a coordinated approach aligned to Actions 2.3 and 2.4. Through Action 2.3, the district strengthened academic supports by providing professional development, dedicated collaboration time, and ongoing data analysis to guide instruction. Teachers engaged in structured data cycles to monitor student progress and plan differentiated instruction and intervention, including the implementation of Universal Design for Learning (UDL) to improve access to grade-level content. Additional supports included targeted collaboration between general education and special education staff and focused middle school efforts to support English Learners and Long-Term English Learners. These efforts included regular student goal-setting conferences, review of ELPAC and iReady data, progress monitoring toward reclassification, and coordinated support from ELD teachers, support staff, and administrators to ensure students received targeted academic guidance and intervention.

Through Action 2.4, the district strengthened systems to address barriers to learning related to attendance, behavior, and social-emotional needs. The district engaged in a root cause analysis process that identified needs in access to instruction, family engagement, system coherence, and leadership capacity. In response, the district implemented more consistent attendance monitoring practices, tiered intervention systems, and targeted supports for Students with Disabilities and Long-Term English Learners. This included regular data

reviews, use of Aeries Analytics to identify and monitor student groups, structured attendance intervention cycles, and expanded mental health and counseling supports. Professional learning and coaching supported administrators and staff in building skills to engage families in clear, consistent, and supportive communication regarding attendance and student success. Schools also implemented targeted strategies to improve attendance and engagement for Long-Term English Learners, including regular monitoring through site teams, early intervention with students and families, and the use of incentives and consistent communication to reinforce the importance of daily attendance.

District and site leaders participated in ongoing progress monitoring through principal collaboration meetings, operational meetings, and coaching support. Data was reviewed regularly to assess the effectiveness of strategies and to make adjustments based on student need. The district also strengthened alignment of messaging and practices across schools to ensure consistency in expectations and supports.

These efforts have increased coherence across instructional and support systems, strengthened staff capacity, and improved the district's ability to respond to the academic and engagement needs of Students with Disabilities and Long-Term English Learners. The district will continue to refine these practices to improve student achievement, attendance, and overall outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partners	The engagement process for the 2025–26 LCAP update included multiple opportunities for educational partners to provide input throughout the school year. In November, a Parent/Guardian LCAP Development Input Survey was conducted from November 3–16 to gather feedback on district priorities and proposed actions. Ocean View teachers also were able to provide meaningful input to this Parent/Guardian survey. School Site Council meetings were held from November 3–19 to ensure site-level input, and Student Focus Groups took place from November 3–21 to elevate student voice across grades three through eight. Community Parent Forums were held on November 5 and February 19 to provide opportunities for families to engage in discussion and share input. Additional engagement included consultation with the District English Learner Advisory Committee (DELAC) on November 6 and collaboration with Huntington Beach Union High School District on January 16. In February, further input was gathered from key educational partner groups, including the California School Employees Association (CSEA), Chapter 375; PTA/O/PTSA/O Presidents’ Roundtable; District Leadership Team; Surf City Optimist Club; West Orange County Consortium for Special Education (WOCCSE); and the Ocean View Teachers Association (OVTA). Across all engagement opportunities, approximately 750 educational partners contributed input to the development of the LCAP.

Educational Partner(s)	Process for Engagement
	The Board of Trustees received updates on the educational partner engagement process, including feedback, actions, and metrics related to the draft 2025–26 LCAP on March 24, April 14, and April 28, 2026. A public hearing was held during the regular Board meeting on June 9, 2026. Final revisions were made following the hearing, and the LCAP is scheduled for approval at the June 23, 2026 Board of Trustees meeting. Ocean View School District values the perspectives of students, families, staff, and community partners and remains committed to meaningful engagement throughout the LCAP development process. Input from educational partners directly informed refinements to goals, actions, and services, ensuring alignment with identified needs and priorities. Ongoing communication and opportunities for involvement strengthen partnerships and support continuous improvement in programs and services to promote student success.
Parent/Guardian LCAP Development Input Survey	November 3-16, 2025.
School Site Council (SSC)	The 2025-26 LCAP draft was presented to the School Site Council/English Language Advisory Committee at all 13 school sites during November 3-19, 2025.
Student Focus Groups	Student Focus Groups were held with third through eighth grade representatives during the period of November 3-21, 2025. Students provided input regarding the learning process, engagement, mental health, school safety, and ideas for creating a welcoming and supportive school environment.
Parent Community Meetings	The 2025-26 LCAP draft was presented during two evening sessions on November 5, 2025 and February 19, 2026.
District English Learner Advisory Committee (DELAC)	The 2025-26 LCAP draft was presented to District English Learner Advisory Committee on November 6, 2025.
Huntington Beach Unified High School District, Educational Services Department	The 2025-26 LCAP draft was presented to the Huntington Beach Unified High School District, Educational Services Department on January 16, 2026.
California School Employee Association (CSEA), Chapter 375 including classified leaders, bargaining representatives, department and site representation.	The 2025-26 LCAP draft was presented to OVSD California School Employee Association, Chapter 375 for feedback on February 2, 2026. CSEA agreed with the proposed goals and actions.

Educational Partner(s)	Process for Engagement
Leadership Team - Comprises approximately 55 classified and certificated District leaders: Superintendent, Assistant Superintendent, Administrative Services, Deputy Superintendent, Human Resources, Interim Assistant Superintendent Educational Services, Director of Teaching & Learning, Coordinator of Teaching & Learning & Early Learning Programs, Student Services Coordinator, Special Education Director, Coordinator, and 3 Program Specialists, Executive Director Facilities & Transportation, Director Food & Nutrition Services, Director, Information Technology, Director of Fiscal Services, Expanded Learning and Child Care Programs Director and Supervisors, Early Learning Supervisor, Executive Director of Human Resources, 13 School Site Principals, 3 Assistant Principals, and School Psychologists etc.	The 2025-26 LCAP draft survey was presented to the District Leadership Team consisting of Superintendent, Cabinet, certificated, and classified leaders on February 2, 2026.
PTA/O/PTSA/SO Presidents' Roundtable	The 2025-26 LCAP draft was presented to the PTA/O/PTSA/SO Presidents' Roundtable on February 2, 2026.
Surf City Optimist Club	The 2025-26 LCAP draft was presented to the Surf City Optimist Club on February 2, 2026.
West Orange County Consortium for Special Ed (WOCCSE)	The 2025-26 LCAP draft was presented to the area SELPA Administrator on February 10, 2026, who reiterated the need for addressing student attendance.
Ocean View Teachers Association (OVTA) which includes union leaders, teacher bargaining representatives, key teacher representatives from school sites, and special education representation.	The 2025-26 LCAP draft was presented to Ocean View Teachers Association for input on February 11, 2026. Teachers who are also parents in Ocean View also provided feedback during the LCAP Parent Survey November 3–16. Feedback supported existing goals with minor adjustments to terminology in various actions such as strengthening and enhancing programs and providing additional language to clarify funding.
Board of Trustees	Mid-Year Report was presented to the Board of Trustees at a regularly scheduled meeting on February 14, 2026 and provided guidance and feedback.
Board of Trustees	The Board of Trustees were provided an update on the Educational Partner Engagement process and feedback, Actions, and Metrics regarding the draft 2025-26 LCAP on March 24, 2026, April 14, 2026, and April 28, 2026.
Board of Trustees	The 2025-26 LCAP draft was presented to the Board of Trustees at a Public Hearing during the regular Board Meeting on June 9, 2026.

Educational Partner(s)	Process for Engagement
Board of Trustees	The 2024-25 LCAP draft will be recommended for approval at a regularly scheduled Board of Trustees meeting on June 23, 2026.

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

The core program outlined in the 2026–2027 LCAP was supported by students, parents/guardians, and staff. Of the more than 750 responses received, there was strong agreement across all three goals, with 95% of parents supporting Goal 1, 92% supporting Goal 2, and 95% supporting Goal 3.

There were no significant changes to the core program and no new actions were added. Refinements focused on clarifying language, strengthening alignment of services, and more clearly defining implementation to better support student outcomes.

Goal 1 updates focused on strengthening access to engaging and well-rounded learning opportunities. Action 1.3 was clarified to ensure all middle schools provide consistent access to robust electives and extracurricular opportunities. Action 1.6 emphasized access for all students to a broad range of experiences, including visual and performing arts, music, culinary, esports, and technology to support engagement and college and career readiness. Action 1.7 was streamlined to clarify the provision of rigorous and developmentally appropriate opportunities while continuing to support GATE magnet and cluster programs. In addition, educational partner input, including student feedback, emphasized the importance of student engagement and positive school experiences, which informed the decision to raise climate survey targets.

Goal 2 refinements focused on strengthening academic supports and integrated systems to address student needs. Action 2.2 clarifies grade span and staffing supports for early intervention, focusing on Kindergarten through third grade and specifying instructional assistant support to strengthen foundational skill development. Action 2.3 more clearly defines the district’s approach to improving outcomes and closing literacy and mathematics gaps through data analysis, differentiated instruction, targeted interventions, and research-based strategies, including Universal Design for Learning (UDL) with ongoing progress monitoring to support identified student groups. Action 2.4 was expanded to integrate social-emotional, attendance, and behavioral supports into a coordinated system, including targeted strategies to address chronic absenteeism and suspension rates, particularly for Long-Term English Learners and Students with Disabilities, through prevention, early intervention, and intensive supports. This action also incorporates the focus previously identified in Goal 3, Action 3.6.

Additional refinements to Actions 2.6, 2.7, and 2.8 strengthen supports for English Learners, Long-Term English Learners, Foster Youth, and students experiencing economic disadvantage or homelessness through targeted instruction, coordinated services, counseling, and access to resources.

Goal 2 - Action 2.6:

Revisions strengthen and expand English Learner services by emphasizing targeted language development, small-group instruction, and ongoing professional development to improve English proficiency, academic achievement, and timely reclassification.

Goal 2 - Action 2.7:

Language was refined to clarify the provision of comprehensive supports for Foster Youth, including counseling, case management, and coordinated services to reduce barriers and improve attendance, academic progress, and overall well-being.

Goal 2 - Action 2.8:

Revisions clarify and strengthen supports for students experiencing economic hardship or homelessness through coordinated services, including materials, counseling, and referrals to district and community resources to reduce barriers and improve outcomes.

Goal 3 updates focused on strengthening school climate, communication, and collaboration. Action 3.2 emphasizes consistent, systemwide implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Social Emotional Learning (SEL) to improve student attendance, engagement, and behavior, and to support a positive school climate. Action 3.3 strengthens expectations for timely and consistent communication to enhance school-home partnerships and increase community awareness through multiple communication platforms. Action 3.4 clarifies continued implementation of Partnership between Administration and Labor (PAL) practices to strengthen collaboration across the district and relationships across the district. Action 3.6 was discontinued, with its focus on attendance, behavior, and targeted student supports then incorporated into Goal 2, Action 2.4 and strengthened through Action 3.2 resulting in a more aligned and cohesive system of supports.

Goal 3 - Metrics:

Educational partner input, including student feedback, emphasized the importance of safe and respectful school environments, which informed the decision to raise climate survey targets.

Overall, educational partner input, including feedback from students, families, certificated staff, bargaining units, and district leadership, informed these refinements and supported greater clarity, alignment, and coordination of services to improve student outcomes.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Indicator - Teachers: Appropriately Assigned Source: Local Indicator	2023-24 100% Appropriately Assigned Elementary: 2 interns, 2 short-term student permits Middle: 1 intern, 9 letters of consent	2024-25 100% Appropriately Assigned Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns Middle:	2025-26 100% Appropriately Assigned Elementary: 1 Teaching Permit for Statutory Leave (TPSL) 2 SDC Preschool Interns 1 SDC Mod/Sev. Intern	100% Appropriately Assigned	Maintained 100% Appropriately Assigned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1 short-term staff permit (SDC M/S) 1 Intern 6 letters of consent	1 letter of consent Middle: 1 short-term staff permit (SDC M/S) 23 letters of consent		
1.2	Local Indicator - Instructional Materials: Student access to copies of Standards-aligned instructional materials at school and home Source: Local Indicator	2023-24 100%	2024-25 100%	2025-26 100%	Maintain 100%	Maintained 100%
1.3	Local Indicator - Facilities: Annual FIT Inspection Source: Local Indicator	2023-24 6 schools - Exemplary 7 schools - Good 1 school - Fair	2024-25 9 schools - Exemplary 4 schools - Good	2025-26 11 schools - Exemplary 2 schools - Good	14 Schools - Exemplary Updated to 13 schools exemplary	+5 schools - Exemplary 2 schools - Good 0 schools - Fair
1.4	Local Indicator - Implementation of Academic Standards: Instruction and District adopted core materials implemented in all content areas Source: Local Indicator	2023-24 Full Implementation (0 findings on Williams Audit)	2024-25 Full Implementation (0 findings on Williams Audit)	2025-26 Full Implementation (0 findings on Williams Audit)	Maintain Full Implementation (0 findings on Williams Audit)	Maintained Full Implementation 0 findings
1.5	Local Indicator - Access to Broad Course of Study Source: Local Indicator	2023-24 100% of students are enrolled in all adopted courses of study	2024-25 100% of students are enrolled in all adopted courses of study	2025-26 100% of students are enrolled in all adopted courses of study	Maintain 100%	Maintained 100%
1.6	CAASPP Assessments - English Language Arts for All Students:	2023 57.70% Corrected 58.17%	2024 57.70%	2025 56.92%	65%	-1.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standard Met and Exceeded Source: CAASPP					
1.7	CAASPP Assessments - Mathematics for All Students: Standard Met and Exceeded Source: CAASPP	2023 51.50% Corrected 51.40%	2024 51.50%	2025 50.17%	59%	-1.23%
1.8	iReady Reading (End of Year Diagnostic) for All Students: At or Above Grade Level Source: iReady Local Assessment	2023-24 62%	2024-25 59.3%	2025-26 58.08%	70%	-3.92%
1.9	iReady Mathematics (End of Year Diagnostic) for All Students: At or Above Grade Level Source: iReady Local Assessment	2023-24 59%	2024-25 4.5%	2025-26 54.33%	70%	-4.67%
1.10	CA Dashboard - English Language Arts for All Students: Source: CA School Dashboard	2023 Green (Maintained +2.0 points; +15.3 points above standard)	2024 Green (Maintained -1.1 points; 14.1 points above standard)	2025 Green (Maintained -1.3 points; 12.8 points above standard)	Green (Increase 3-15 points; +17 or more points above standard)	-0.7, -2.5 points above standard
1.11	CA Dashboard - Mathematics for All Students: Source: CA School Dashboard	2023 Green (+5.7 points; -0.7 points below standard)	2024 Yellow (Maintained -0.1 points; 0.8 points below standard)	2025 Yellow (Maintained -2.1 points; -2.9 points below standard)	Green (Increase 3-15 points; +15.0 or more above standard)	-3.6, -2.2 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CA Dashboard - English Language Progress Indicator (ELPI) Source: CA School Dashboard	2023 Orange (-2.3%; 51.9%)	2024 Orange (-4.7%; 47.2%)	2025 Yellow (-1.7%; 45.5%)	Green (Increase at least 3.1%; 55% or higher)	+0.6%, -6.4%
1.13	Annual Parent Survey Response - Strongly Agree/Agree: "My child is receiving a high quality education in OVSD." Source: OVSD Parent Survey	2023-24 89% Updated. The original baseline was incorrect.	2024-25 91%	2025-26 91%	Maintain 90% or above	+2%
1.14	Annual Parent Survey Response - Strongly Agree/Agree: "I see evidence of my child's learning." Source: OVSD Parent Survey	2023-24 93%	2024-25 93%	2025-26 92%	Maintain 90% or above	-1%
1.15	Annual Parent Survey Response - Strongly Agree/Agree: "My child enjoys going to school." Source: OVSD Parent Survey	2023-24 89% Updated. The original baseline was incorrect.	2024-25 91%	2025-26 91%	Maintain 90% or above	+2%
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?"	2023-24 77% Updated. The original baseline was incorrect.	2024-25 79%	2025-26 78%	90%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: OVSD Climate Survey					
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	2023-24 69% Updated. The original baseline was incorrect.	2024-25 73%	2025-26 73%	90%	+4%
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	2023-24 54%	2024-25 54%	2025-26 54%	90%	0%

Goal Analysis [2025-26]

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

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

All actions 1.1–1.7 were implemented as planned, with no substantive differences between planned actions and actual implementation. The district maintained a consistent focus on providing high-quality instructional programs and supports aligned to Goal 1.

Recruiting, hiring, and retaining qualified certificated, classified, and administrative staff continued to be a priority, with ongoing challenges in filling certain high-demand classified positions (Action 1.1). All teachers and support staff had access to Board-adopted core curriculum, locally identified assessments, and professional development to support effective instruction and data-informed practices (Action 1.2). Leadership development opportunities were provided to administrators and teacher leaders to build capacity and support site and district initiatives (Action 1.4).

Students continued to have access to well-rounded educational experiences, including expanded elective offerings, visual and performing arts, and technology-based learning opportunities (Actions 1.3 and 1.6). Innovative programs, including Environmental Science, Marine Science, STEAM, Visual and Performing Arts, and Dual Language Immersion (DLI), were implemented as planned (Action 1.5). The DLI program continued to expand, with the addition of a new Kindergarten class at an additional elementary school and the expansion into sixth grade at the middle school level.

Students identified for Gifted and Talented Education (GATE) continued to receive differentiated and enriched learning opportunities through both magnet and cluster models (Action 1.7).

Overall, implementation of Goal 1 actions supported continued access to rigorous academics, program options, and enrichment opportunities, contributing to student engagement and learning.

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

Actions 1.1, 1.3, 1.5, 1.6 and 1.7 were implemented as planned, with expenditures aligned to budgeted amounts.

For Action 1.2, expenditures exceeded the original budget due to the use of Learning Recovery Emergency Block Grant (LREBG) funding being utilized within this Action. This additional investment supported increased staff training aligned with strengthening instructional practices.

For Action 1.4, expenditures were lower than anticipated due to staffing vacancies, including the absence of an Assistant Superintendent of Educational Services and a vacant position within the Educational Services team.

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

The actions within Goal 1 have been effective in supporting student progress toward academic achievement, engagement, and access to well-rounded educational opportunities. Implementation of standards-based instruction, professional development, and expanded program offerings contributed to measurable student growth while also identifying areas for continued focus.

Actions 1.2 and 1.4 were effective in supporting academic growth through professional development, data-informed instruction, and the implementation of Universal Design for Learning (UDL) to meet diverse student needs. Action 1.2, aligned with the district's Differentiated Assistance focus, strengthened core instruction and targeted supports to improve outcomes for student groups, including English Learners and Students with Disabilities. Local assessment data from the iReady Diagnostic indicates strong student growth in Reading and Mathematics across student groups, as measured by increased student progress toward grade-level expectations.

While individual student growth was evident, the percentage of students performing at or above grade level in iReady decreased slightly compared to the prior year, likely influenced by earlier administration of the final diagnostic window. CAASPP and California School Dashboard data further indicate that several student groups, including English Learners, Low-Income students, Students with Disabilities, and Long-Term English Learners, continue to perform below the desired standard. These results indicate that performance gaps persist and that continued focus is needed to accelerate achievement for identified student groups.

Actions 1.3, 1.5, and 1.6 were effective in expanding access to well-rounded educational experiences. Increased access to electives, visual and performing arts, and specialized programs, including Dual Language Immersion (DLI), contributed to increased student engagement and school connectedness.

Action 1.7 supported the implementation of Gifted and Talented Education (GATE) programs through magnet and cluster models. While professional development supported implementation, participation in some training opportunities was lower than anticipated, indicating an area for continued focus.

Overall, Goal 1 actions have been effective in increasing student growth, expanding access to programs, and improving engagement. Continued focus on strengthening instructional practices and targeted supports will be important to improve achievement outcomes for student groups performing below standard and to address identified areas of need.

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

For the 2026–27 school year, the overall goal for Goal 1 remains unchanged. Based on reflection of implementation data and educational partner input, refinements were made to specific actions to strengthen clarity, consistency, and alignment of implementation. No actions were added or eliminated.

Metric 1.2 as updated to Maintain 100%.

Metric 1.4 was updated and corrected with a numeric value for the baseline and all years.

The following metrics were corrected in Spring of 2026 to include accurate baseline for school year 23-24: 1.13, 1.15, 1.16, 1.17.

Revisions to Actions 1.3, 1.6, and 1.7 were made to clarify expectations and ensure consistent access to high-quality programs across sites. Action 1.3 was refined to ensure all middle schools provide a comprehensive program with consistent access to robust elective offerings and extracurricular opportunities. Action 1.6 was updated to emphasize access for all students to a wide range of educational experiences, including visual and performing arts, music, and technology. Action 1.7 was streamlined to clarify the provision of rigorous and developmentally appropriate opportunities for all students while continuing to support and enhance GATE magnet and cluster programs. These refinements strengthen consistency in implementation and support increased student engagement.

1.3: Comprehensive Middle School Program - Provide a comprehensive program at all middle schools 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.

1.6: Well-Rounded Educational Experiences - Provide students with a well-rounded educational experience by ensuring access to a wide range of experiences, including visual and performing arts, music, and technology, to enhance learning, increase engagement, and prepare students for college and career paths.

1.7: Gifted and Talented Education (GATE) Programs - Provide all students with rigorous and developmentally appropriate educational opportunities while supporting and enhancing the GATE magnet and cluster programs.

Metrics and target outcomes for Goal 1 will continue to be monitored based on analysis of state and local data, including CAASPP, iReady, California School Dashboard indicators, and local survey data related to student engagement and school connectedness.

To strengthen alignment with district priorities related to student engagement and well-being, the Board of Trustees increased performance targets for three OVSD Climate Survey measures to 90%. This adjustment reflects high expectations for positive school experiences and reinforces the importance of student connectedness as a condition for academic success.

Action 1.2 will continue to be implemented as planned, including its designation as a Learning Recovery Emergency Block Grant (LREBG)-supported action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Attract, Hire, and Retain Highly Effective Staff	Recognition that classroom teacher effectiveness has the strongest impact on student achievement, followed by the site administrator, and the need for professional support; OVSD will continue to focus on attracting, hiring, and retaining qualified certificated, classified, and administrative staff.	\$46,216,420.00	No
1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	Teachers and staff need access to Board-adopted core curriculum, local assessments, and high-quality professional development to provide targeted instruction based on individual needs. Student achievement and English language acquisition, especially for English learners, will increase through access to Standards-based materials across all content areas, including English Language Development (ELD) and utilization of effective instructional strategies driven by data analysis and student needs. LREBG Action. This action's effectiveness will be measured by 1.4, 1.6, 1.7. Additional LREBG (State Restricted) funding became available during the 2025-26 school year, and this funding was allocated to action 1.2. Action 1.2 will continue to be implemented as planned, including its designation as a Learning Recovery Emergency Block Grant (LREBG)-supported	\$332,443.00	No

Action #	Title	Description	Total Funds	Contributing
		action using \$275,000 of the LREBG funding towards Action 1.2. 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		
1.3	Comprehensive Middle School Program	Provide a comprehensive program at all middle schools 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.	\$965,558.00	No
1.4	Leadership Development	Build the leadership capacity of District and site leaders through professional development opportunities for administrators and teacher leaders.	\$96,251.00	No
1.5	Innovative Schools & Program	Continue to provide parent options through sustaining innovative schools and programs including Environmental Science, Marine Science, Science Technology Engineering Arts Math (STEAM), Visual and Performing Arts (VAPA), and Dual Language Immersion (DLI).	\$1,228,768.00	No
1.6	Well-Rounded Educational Experiences	Provide students with a well-rounded educational experience by ensuring access to a wide range of experiences, including visual and performing arts, music, and technology, to enhance learning, increase engagement, and prepare students for college and career paths.	\$782,366.00	No
1.7	Gifted and Talented Education (GATE) Programs	Provide all students with rigorous and developmentally appropriate educational opportunities while supporting and enhancing the GATE magnet and cluster programs.	\$124,981.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2023-24 All Student Group: 21% English Learners: 19% Low-income: 20% Foster Youth: 7% Homeless: 20%	2024-25 All Student Group: 21.6% English Learners: 18.1% Low-income: 20.7% Foster Youth: 13% Homeless: 14.3%	2025-26 All Student Group: 20.24% English Learners: 17.35% Low-income: 19.90% Foster Youth: 22.7% Homeless: 14.16%	All Student Group: 15% English Learners: 18% Low-income: 20% Foster Youth: 25% Homeless: 25%	All Student Group: -0.76% English Learners: -1.65% Low-income: -0.10% Foster Youth: +15.7% Homeless: -5.84%
2.2	iReady Mathematics: Accelerate growth with	2023-24 All Student Group: 29%	2024-25	2025-26	All Student Group: 20%	All Student Group: -2.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrated gains between the first and third administration that exceeds the All Student Group Source: iReady Local Assessment	English Learners: 21% Low-income: 27% Foster Youth: 10% Homeless: 24%	All Student Group: 25.9% English Learners: 18.6% Low-income: 22.8% Foster Youth: 10.1% Homeless: 20.3%	All Student Group: 26.05% English Learners: 17.94% Low-income: 23.26% Foster Youth: 2.48% Homeless: 16.59%	English Learners: 30% Low-income: 33% Foster Youth: 33% Homeless: 30%	English Learners: -3.06% Low-income: -3.74% Foster Youth: -7.52% Homeless: -7.41%
2.3	iReady Reading: % at At or Above All Student Group and Unduplicated Pupils Source: iReady Local Assessment	2023-24 All Students: 62% English Learners: 27% Low Income: 50% Students with Disabilities: 26% Foster Youth: 26% Homeless: 43%	2024-25 All Student Group: 59.3% English Learners: 23.5% Low-income: 47.2% Students with Disabilities: 24.8% Foster Youth: 25% Homeless: 36.6%	2025-26 All Student Group: 58.08% English Learners: 22.61% Low-income: 46.36% Students with Disabilities: 26.82% Foster Youth: 43.75% Homeless: 33.15%	All Students: 64% English Learners: 30% Low Income: 55% Students with Disabilities: 28% Foster Youth: 40% Homeless: 45%	All Student Group: -3.92% English Learners: -4.39% Low-income: -3.64% Students with Disabilities: +0.82% Foster Youth: +17.75% Homeless: -9.85%
2.4	iReady Mathematics: % at At or Above All Student Group and Unduplicated Pupils Source: iReady Local Assessment	2023-24 All Students: 59% English Learners: 28% Low Income: 47% Students with Disabilities: 26% Foster Youth: 19% Homeless: 39%	2024-25 All Student Group: 54.5% English Learners: 22.5% Low-income: 41.8% Students with Disabilities: 19.8% Foster Youth: 14.3% Homeless: 37.1%	2025-26 All Student Group: 54.33% English Learners: 21.41% Low-income: 41.39% Students with Disabilities: 22.39% Foster Youth: 23.53% Homeless: 31.52%	All Students: 64% English Learners: 32% Low Income: 53% Students with Disabilities: 28% Foster Youth: 37% Homeless: 45%	All Student Group: -4.67% English Learners: -6.59% Low-income: -5.61% Students with Disabilities: -3.61% Foster Youth: +4.53% Homeless: -7.48%
2.5	CAASPP Assessments - English Language Arts	2023 Scoring Meets or Exceeds	2024 Scoring Meets or Exceeds	2025 Scoring Meets or Exceeds	Scoring Meets or Exceeds	Scoring Meets or Exceeds

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for Student Groups: Standard Met and Exceeded Source: CAASPP	English Learners: 11.53% Low Income: 44.56% Students with Disabilities: 19.58% Long-Term English Learners: 4.14% Foster Youth: 25% Homeless: 40.47%	English Learners: 7.16% Low Income: 47.39% Students with Disabilities: 19.26% Long-Term English Learners: 3.70% Foster Youth: N/A Homeless: 37.89%	English Learners: 10.33% Low Income: 43.47% Students with Disabilities: 15.51% Long-Term English Learners: 2.67% Foster Youth: N/A Homeless: 37.32%	English Learners: 20% Low Income: 55% Students with Disabilities: 25% Long-Term English Learners: 15% Foster Youth: 28% Homeless: 45%	English Learners: -1.2% Low Income: -1.09% Students with Disabilities: -4.07% Long-Term English Learners: -1.47% Foster Youth: -3% Homeless: -3.15%
2.6	CAASPP Assessments - Mathematics for Student Groups: Standard Met and Exceeded Source: CAASPP	2023 Scoring Meets or Exceeds English Learners: 16.98% Low Income: 38.31% Students with Disabilities: 20.99% Long-Term English Learners: 4.14% Foster Youth: 7.69% Homeless: 33.77%	2024 Scoring Meets or Exceeds English Learners: 12.54% Low Income: 41.06% Students with Disabilities: 19.23% Long-Term English Learners: 1.85% Foster Youth: N/A Homeless: 34.79%	2025 Scoring Meets or Exceeds English Learners: 14.74% Low Income: 37.73% Students with Disabilities: 15.58% Long-Term English Learners: 2.03% Foster Youth: N/A Homeless: 30.69%	Scoring Meets or Exceeds English Learners: 23% Low Income 45% Students with Disabilities: 25% Long-Term English Learners: 15% Foster Youth: 10% Homeless: 42%	Scoring Meets or Exceeds English Learners: -2.24% Low Income -0.4% Students with Disabilities: -5.41% Long-Term English Learners: -2.11% Foster Youth: -2.31% Homeless: -3.08%
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 (Declined 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	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	All Student Group: Declined -2.5 points above standard English Learners: Declined -1.1 points below standard Low-income: Declined -2.6 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.8 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Foster Youth: Red (Declined 23.4 points; -75.7 points below standard) Homeless: Yellow (Increased 17.9 points; -29.4 points below standard)	points below standard) Low-income: Orange (Maintained 0.7 points; -16.1 points below standard) Students with Disabilities: Red (Maintained 0.8 points; -76.3 points below standard) Foster Youth: Red (Declined 20.9 points; -96.4 points below standard) Homeless: Orange (Declined 3.6 points; -33.0 points below standard)	Low-income: Orange (Declined 3.3 points; -19.4 points below standard) Students with Disabilities: Red (Declined 6.9 points; -83.2 points below standard) Foster Youth: Orange (Increased 11 points; -85.4 points below standard) Homeless: Orange (Declined 7.6 points; -40.6 points below standard)	(Increase 3-15; -10 or less below standard) Students with Disabilities: Yellow (increase 3-15; 70.0 or less below standard) Foster Youth: Yellow (Increase 3-15; -49.2 or less below standard) Homeless: Yellow (Increase 3-15; -25 or less below standard)	Students with Disabilities: Declined -6.1 points below standard Foster Youth: Declined -9.7 points below standard Homeless: Declined -11.2 points below standard
2.8	CA Dashboard - English Language Arts (School) Source: CA School Dashboard	2023 CA School Dashboard MESA VIEW: Students with Disabilities: Red (Declined 11.7 points; 73.4 points below standard) SPRING VIEW: Homeless: Red (Declined 23.1 points; -73.6 points below standard) VILLAGE VIEW: Students with Disabilities: Red (Declined -13.2 points; -	2024 CA School Dashboard MESA VIEW: Students with Disabilities: Yellow (Increase 25.1 points; 48.3 points below standard) SPRING VIEW: Homeless: No color (Increased 41.6 points; -32 points below standard) VILLAGE VIEW: Students with Disabilities: Red	2025 CA School Dashboard MESA VIEW: Students with Disabilities: Red (Declined 40.4 points; 88.7 points below standard) SPRING VIEW: N/A VILLAGE VIEW: Students with Disabilities: No color (Increased 54.2 points; 45.3 points below standard)	MESA VIEW: Students with Disabilities: Orange (Increase 3-15; -50.0 or less below standard) SPRING VIEW: Homeless: Orange (Increase 3-15; -50.0 or less below standard) VILLAGE VIEW: Students with Disabilities: Orange	MESA VIEW: Students with Disabilities: Declined -15.3 points below standard SPRING VIEW: N/A VILLAGE VIEW: Students with Disabilities: increased -54.7 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100.0 points below standard)	(Maintained 0.5 points; -99.5 points below standard)		(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; -34.67 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Foster Youth: Orange (Declined 31.1 points; -91.3 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard)	2024 CA School Dashboard All Student Group: Yellow (Maintained -0.1 points; -0.8 points below standard) English Learners: Orange (Maintained -2.1 points; -57.9 points below standard) Low-income: Yellow (Maintained 0.3 points; -34.3 points below standard) Students with Disabilities: Orange (Maintained 2.8 points; -92.9 points below standard) Foster Youth: Red (Declined 52.7 points; -144 points below standard) Homeless: Orange (Maintained -2.3 points; -47.3 points below standard)	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 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)	All Student Group: Green (Increase 3-15; +15.0 or more above standard) English Learners: Yellow (Increase 3-15; -30.0 or less below standard) Low-income: Green (Increase 3-15; -25.0 or less below standard) Students with Disabilities: Yellow (Increase 3-15; 80.0 or less below standard) Foster Youth: Yellow (Increase 3-15; -80.0 or less below standard) Homeless: Green (Increase 3-15; -25.0 or less below standard)	All Student Group: Declined -2.2 points below standard English Learners: Declined -1.9 points below standard Low-income: Declined -0.93 points below standard Students with Disabilities: Declined -9.3 points below standard Foster Youth: Declined -2.8 points below standard Homeless: Declined -12.1 points below standard
2.10	CA Dashboard - Mathematics (School)	2023 CA School Dashboard MARINE VIEW:	2024 CA School Dashboard MARINE VIEW:	2025 CA School Dashboard MARINE VIEW:	MARINE VIEW English Learners: Orange (Increase	MARINE VIEW: English Learners:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	English Learners: Red (Declined 9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (Declined 9.3 points; -112.6 points below standard) VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points; 145.4 points below standard) VILLAGE VIEW: Students with Disabilities: Red (Declined 6.9 points; 99.7 points below standard)	English Learners: Yellow (Increased 29.8 points; 80.5 points below standard) SPRING VIEW Homeless: No color (Increased 58.9 points; 53.7 points below standard) VISTA VIEW: Students with Disabilities: Orange (increased 11.8 points; 133.7 points below standard) VILLAGE VIEW: Students with Disabilities: Orange (Increased 3.7 points; 96 points below standard)	English Learners: Yellow (Increased 4.2 points; 76.3 points below standard) SPRING VIEW - N/A VISTA VIEW: Students with Disabilities: Red (Declined 27.9 points; 161.6 points below standard) VILLAGE VIEW: Students with Disabilities: No Color, (Increased 15.7 points; 80.4 points below standard)	3-15; -85.0 or less below standard) SPRING VIEW Homeless: Orange (Increase 3-15; -85.0 or less below standard) VISTA VIEW: Students with Disabilities: Orange (Increase 3-15; -110.0% or less below standard) VILLAGE VIEW: Students with Disabilities: Orange (Increase 3-15 points; 84.7 points below standard)	increased +29.8 points below standard SPRING VIEW: N/A VISTA VIEW: Students with Disabilities: Declined -16.2 points below standard VILLAGE VIEW: Students with Disabilities: Increased +19.3 points below standard
2.11	CA Dashboard - Chronic Absenteeism Source: CA School Dashboard	2023 CA School Dashboard All Student Group: Yellow 14.4% (Declined 6.2%) English Learners: Yellow 19.8% (Declined 4.4%) Low-income: Yellow 19.7% (Declined 6.7%)	2024 CA School Dashboard All Student Group: Yellow 11.7% (Declined 2.7%) English Learners: Yellow 15.8% (Declined 4%) Low-income: Yellow 15.9% (Declined 3.9%)	2025 CA School Dashboard All Student Group: Orange 11.8% (Maintained 0.1%) English Learners: Orange 15.7% (Maintained -0.1%) Low-income: Orange 16.3% (Maintained 0.4%)	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%) Students with Disabilities: Green	All Student Group: Declined 2.6% English Learners: Declined 4.1% Low-income: Declined 3.4% Students with Disabilities: Declined 1.8% Foster Youth: Declined 17.5% Homeless:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Yellow 24.6% (Declined 7.5%) Foster Youth: Orange 50% (Declined 6.8%) Homeless: Yellow 23.4% (Declined 11.9%)	Students with Disabilities: Orange 23.0% (Declined 1.7%) Foster Youth: Orange 22.4% (Declined 27.6%) Homeless: Orange 20.9% (Declined 2.4%)	Students with Disabilities: Red 22.8% (Maintained -0.2%) Foster Youth: Red 32.5% (Increased 10.1%) Homeless: Yellow 18.5% (Declined 2.4%)	20% (Decrease 4.6%) Foster Youth: Yellow 30.0% (Decrease 7.0) Homeless: Yellow 10.0% (Decrease 4.0%)	Declined 4.9%
2.12	CA Dashboard - Chronic Absenteeism Rate (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% (Declined 15.9%) COLLEGE VIEW Hispanic: Yellow 13.6% (Declined 7.8%) HOPE VIEW English Learners: Red 30.3% (Increased 5.3%) MESA VIEW English Learners: Orange 21.9% (Declined 5%) Homeless: Orange 23.4% (Declined 13.4%) VILLAGE VIEW Students with Disabilities: Orange 27.4% (Declined 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% (Declined 13.1%) MESA VIEW English Learners: Red 22.1% (Maintained 0.2%) Homeless: Yellow 14% (Declined 9.5%) VILLAGE VIEW Students with Disabilities: Green 6.1% (Declined 21.3%)	CIRCLE VIEW: Students with Disabilities: 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 Students with Disabilities: Orange 20.0% (Decrease 12%)	CIRCLE VIEW Students with Disabilities: Declined 7.2% COLLEGE VIEW Hispanic: Declined 7.8% HOPE VIEW English Learners: Declined 7.8% MESA VIEW English Learners: Declined 4.8% Homeless: Declined 22.8% VILLAGE VIEW Students with Disabilities: Declined 25.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% (Declined 0.7%) English Learners: Green 1.8% (Declined 2%) Low-income: Green 1.7% (Declined 1.1%) Students with Disabilities: Green 2.4% (Declined 1%) Foster Youth: Orange 8.3% (Declined 1.9%) African American Youth: Yellow 3.6% (Declined 3.7%) Homeless: Green 2.3% (Declined 0.6%)	2025 CA School Dashboard All Student Group: Green 0.8% (Declined 0.5%) English Learners: Yellow 1.9% (Maintained 0.1%) Low-income: Green 1.2% (Declined 0.5%) Students with Disabilities: Green 1.9% (Declined 0.5%) Foster Youth: Green 2.5% (Declined 5.8%) African American Youth: Orange 3.4% (Maintained - 0.2%) Homeless: Green 1.1% (Declined 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: Green 1.7% (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: Green 1.9% (Decline 0.5%-3.0%)	All Student Group: Declined 1.2% English Learners: Declined 1.9% Low-income: Declined 1.7% Students with Disabilities: Declined 1.5% Foster Youth: Declined 7.8% African American Youth: Declined 3.8% Homeless: Declined 1.8%
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%)	2024 CA School Dashboard MARINE VIEW English Learners: Blue 0% (Declined 16.9%) Low Income: Green 4.4% (Declined 5.7%)	2025 CA School Dashboard MARINE VIEW English Learners: Orange 3.8% (Increased 3.8%) Low Income: Green 2.5% (Declined 1.9%)	MARINE VIEW English Learners: Orange 5.0% (Decline 0.5%-3.0%) Low Income: Yellow 3% (Decline 0.5%-3.0%)	MARINE VIEW English Learners: Declined 13.1% Low Income: Declined 7.6% Hispanic: Declined 7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: Red 9.0% (Increased 6.0%) Students with Disabilities: Red 12.7%(Increased 8.5%) 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%) Students with Disabilities: Red 13.6% (Increased 6.2%)	Hispanic: Blue 1.5% (Declined 7.5%) Students with Disabilities: Green 6.3% (Declined 6.4%) MESA VIEW English Learners: Yellow 9.2% (Declined 17.6%) Low Income: Green 6.0% (Declined 3.8%) Hispanic: Green 6.2% (Declined 4.2%) Students with Disabilities: Orange 13.2% (Declined 0.4%)	Hispanic: Green:1.3% (Maintained -0.2%) Students with Disabilities: Green 4.9% (Declined 1.4%) MESA VIEW English Learners: Red 12.5% (Increased 3.3%) Low Income: Yellow 5.9% (Maintained -0.2%) Hispanic: Green 5.5% (Declined 0.7%) Students with Disabilities: Red 13.6% (Increased 0.4%)	Hispanic: Yellow 3% (Decline 0.5%-3.0%) Students with Disabilities: Yellow 3% (Decline 0.5%-3.0%) MESA VIEW English Learners: Orange 18% (Decline 0.5%-3.0%) Low Income: Green 8.0% (Decline 0.5%-3.0%) Hispanic: Green 3.0% (Decline 0.5%-3.0%) Students with Disabilities: Orange 12% (Decline 0.5-3.0%)	Students with Disabilities: Declined 7.8% MESA VIEW English Learners: Declined 14.4% Low Income: Declined 3.9% Hispanic: Declined 4.9% Students with Disabilities: Maintained 13.6%
2.15	CA Dashboard - English Language Proficiency Indicator (ELPI) Source: CA School Dashboard	2023 CA School Dashboard Orange (51.9%)	2024 CA School Dashboard Orange (47.2%)	2025 CA School Dashboard Yellow (45.5%)	Green (57%)	+6.4%
2.16	English Language Proficiency Indicator (ELPI) (School) Source: CA School Dashboard	2023 CA School Dashboard SPRING VIEW: Red (39%) VISTA VIEW: Red (44.8%)	2024 CA School Dashboard SPRING VIEW: Blue (69.2%) VISTA VIEW: Orange (38.1%)	2025 CA School Dashboard SPRING VIEW: N/A VISTA VIEW: Yellow (42.9%)	SPRING VIEW: Green (54.0%) VISTA VIEW: Green (54.0%)	SPRING VIEW: N/A VISTA VIEW: +1.9%
2.17	Summative English Language Proficiency	2023-24 16.42%	2024-25 15.4%	2025-26 17%	24%	+ .58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessments for California (ELPAC): Percent Level 4 (Well Developed) Source: ELPAC					
2.18	Reclassification rate from English Learner to Fluent English Proficient (RFEP) Source: Local Measure	May, 2024: 10.17%	May, 2025: 15%	May, 2026: 12.42%	17%	+2.25%
2.19	Translation/ Interpretation: Continue to provide communication and notification in multiple languages for parents/guardians of unduplicated students Source: Local Measure	As of May 11, 2024 415 hours translations 806 hours interpretations	As of May 9, 2025 430 hours translations 1,000 hours interpretations	As of May 11, 2026 304 hours translations 923 hours interpretations	Maintain 415 hours translations 806 hours interpretations	-114 hours translations 117+ 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	2023-24: 89%	2024-25: 89%	2025-26: 90%	Maintain 90% or above	+1%
2.21	Annual Title 1 Parent Survey Response - Strongly Agree/Agree: "The school provides	2023-24: 98%	2024-25: 98%	2025-26: 97%	Maintain 95% or above	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	information and/or workshops that help with better parent participation in your child's education." Source: OVSD Title 1 Parent Survey					

Goal Analysis [2025-26]

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

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

All actions under Goal 2 were implemented largely as planned, with no substantive differences between planned actions and actual implementation. The district maintained a strong focus on improving outcomes for unduplicated student groups through academic supports, social-emotional services, and family engagement.

A key area of focus during implementation was improving attendance and strengthening integrated social-emotional and behavioral support systems for all students, with targeted attention to Students with Disabilities and Long-Term English Learners, aligned to the district's Differentiated Assistance designation. Sites engaged in ongoing data review and monitoring, with an emphasis on prevention, early intervention, and coordinated supports. Through the implementation of these aligned systems, the district continues to promote positive student behavior and engagement, which supports improved student outcomes, including reductions in suspension rates. The district expanded efforts to address barriers to attendance, including the addition of a Foster Youth Community Liaison, which strengthened outreach and support for students and families.

Professional development continued in the areas of i-Ready, writing, early literacy, and data-informed instruction, supporting teachers in implementing targeted academic interventions and differentiated instruction. Social-emotional and behavioral supports were implemented through a multi-tiered system, including counseling services, mental health supports, and restorative practices.

While implementation of planned actions was consistent, staffing challenges impacted the depth of implementation in some areas. Vacancies in key leadership and support positions, including the Assistant Superintendent of Educational Services, Teaching and Learning staff, and department clerical support, limited the district's capacity to fully expand instructional initiatives as intended.

Overall, the district successfully implemented the core components of Goal 2, with notable progress in strengthening attendance systems, behavioral supports, and targeted services for student groups. Continued focus on staffing and instructional capacity will support deeper implementation moving forward.

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

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8 were implemented as planned, with expenditures aligned to budgeted amounts.

For Action 2.6, expenditures were lower than anticipated. A portion of the allocated funds was used to support program implementation; however, planned professional development and support activities were adjusted due to unexpected staff absences within the Educational Services team. As a result, services were provided through alternative methods that did not require the originally budgeted expenditures.

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

The actions within Goal 2 have been effective in supporting progress toward improved outcomes for unduplicated student groups, particularly in attendance, engagement, and access to academic and social-emotional supports. Implementation of coordinated academic, behavioral, and social-emotional systems, aligned with the district's Differentiated Assistance focus, contributed to measurable improvements while also identifying areas for continued growth.

Action 2.3 was effective in supporting academic growth through professional development, structured collaboration time, and data-driven instruction. Teachers used release time to analyze data and implement differentiated instruction and targeted interventions, contributing to growth in Reading and mathematics as measured by local indicators such as iReady Diagnostic results. These efforts support the district's Differentiated Assistance focus on improving outcomes for Students with Disabilities and Long-Term English Learners.

Action 2.4 was effective in strengthening integrated social-emotional, attendance, and behavioral supports. Ongoing data review and site-level collaboration contributed to reductions in chronic absenteeism and stable, low suspension rates, reflecting the impact of coordinated interventions and proactive supports.

Actions 2.6, 2.7, and 2.8 were effective in expanding and coordinating services for English Learners, including Long-Term English Learners, Foster Youth, and Low-Income and Homeless students. Increased access to academic supports, counseling, case management, and family outreach improved student engagement and access to learning.

Action 2.5 was effective in strengthening family engagement through workshops and expanded communication. Parent survey data indicates high levels of engagement, with 90% of families reporting opportunities to support their child's learning.

Despite these areas of progress, performance gaps persist across multiple indicators for English Learners, Students with Disabilities, and other unduplicated student groups. While local measures show growth, CAASPP and California School Dashboard data indicate that outcomes remain below desired levels. Foster Youth data remains limited due to small cohort sizes, though available data indicates a continued need for targeted support.

Overall, Goal 2 actions have been effective in strengthening systems of support, improving engagement, and increasing access to services. Continued focus on refining instruction, strengthening implementation, and maintaining consistent supports across sites will be essential to improving outcomes and closing identified gaps.

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

For the 2026–27 school year, the overall goal for Goal 2 remains unchanged, maintaining a continued focus on improving outcomes for unduplicated student groups through targeted academic, social-emotional, and engagement supports, including family engagement. Based on reflection of implementation data, student performance outcomes, and educational partner feedback, refinements were made to strengthen clarity, alignment, and effectiveness of actions and metrics. No actions were added or eliminated.

Action 2.1, 2.3, 2.4, and 2.5: IIS Description prompt 2 was modified for clarity. Additionally, actions 2.3, 2.4, and 2.5 were updated to emphasize a focus on unduplicated students while providing emphasis on student groups in Differentiated Assistance. Metric 2.8 was updated for Mesa View to include Students with Disabilities in metrics/actions for ELA. Metric 2.10 was updated to include Village View Students with Disabilities in Metrics/Actions for Math. Metric 2.14 was updated to include Marine View and Mesa View Students with Disabilities in metrics/actions for Suspension.

Revisions to Actions 2.2 and 2.3 clarified the district's approach to early intervention and academic supports. Action 2.2 more clearly defines grade span focus and staffing to support foundational skill development in the early grades.

Action 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 Kindergarten through third grade. To further support this goal, continue to hire and assign instructional assistants to support kindergarten classes to develop a strong foundation for school readiness skills.

Action 2.3 was expanded to emphasize both literacy and mathematics, with a stronger focus on data-driven instruction, differentiated supports, and targeted interventions for English Learners, Foster Youth, Low-Income students, Students with Disabilities, and students experiencing homelessness. For the 2026–27 school year, this action was further refined to strengthen alignment with the district's Differentiated Assistance focus on improving academic outcomes in literacy and mathematics, particularly for English Learners, Long-Term English Learners, and Students with Disabilities. These refinements provide greater specificity in how services are implemented to address identified learning gaps and ensure more consistent instructional practices across sites.

Action 2.3 Academic Supports: To improve learning outcomes and close literacy and mathematical gaps 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. Implementation of research-based strategies, including Universal Design for Learning, is utilized to reinforce and strengthen students' literacy and math achievement.

Actions 2.4 and 2.5 were refined to strengthen alignment between social-emotional supports, attendance, and behavior systems, and to reinforce consistent and meaningful home-school communication. Action 2.4 was further aligned to the district's Differentiated Assistance focus, with the addition of suspension metrics (2.13 and 2.14) to better monitor progress in reducing disciplinary incidents and improving student engagement.

Action 2.4 Integrated Social-Emotional, Attendance, and Behavioral Supports: 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. In addition to unduplicated student groups, 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.

Action 2.5 Parent Education & Regular School-to-Home Communication: Provide parent education and maintain regular two-way school-to-home communication regarding academic programs and student progress. The district will intentionally conduct targeted outreach to families/guardians of English Learners, Foster Youth, and Low Income, with additional student groups including Homeless and Students with Disabilities as areas of focus. This action will ensure access through oral interpretation and written translations to support student success.

Actions 2.6, 2.7, and 2.8 were refined to provide greater clarity around services and supports for English Learners, Long-Term English Learners (LTELs), Foster Youth, and Low-Income and Homeless students, with an increased emphasis on reducing barriers, strengthening academic progress, and supporting overall well-being. For Action 2.6: Prompt 4 was updated and corrected to provided information on how OVSD serves its LTELs.

Action 2.6 English Learner Services: 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. Additional student and parent conferences were held with Long-Term English Learners to discuss reclassification requirements and strategies to support them.

Action 2.7 Services for Foster Youth: 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.

Action 2.8 Services for Low Income/Homeless Students: 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.

These refinements improve coherence across actions, strengthen implementation, and ensure alignment with identified student needs and areas for continued growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Extended School Day (Above state minimum instructional minutes)	Continue to provide students with additional daily instructional minutes above the required minutes by law to support and advance student learning, particularly English learners, Foster Youth, Low Income, Homeless, and other high needs students populations.	\$2,400,002.00	Yes

Action #	Title	Description	Total Funds	Contributing
		As measured by: CA School Dashboard - ELA/Math; M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math: M2.3 and M2.4 Note: Research substantiates the benefit of increased instructional minutes to improve academic outcomes. (Beyond Reform, Lindsay Unified School District, 2017; Focus, Schmoker 2011; Coherence, Fullan and Quinn, 2016; English Language Arts/English Language Development Framework, 2014; Transformational Learning, Sheninger, 2017; Humanizing the Education Machine, Miller, 2017)		
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 Kindergarten through third grade. To further support this goal, continue to hire and assign instructional assistants to support kindergarten classes to develop a strong foundation for school readiness skills. As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4 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).	\$3,500,148.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Academic Supports	To improve learning outcomes and close literacy and mathematical gaps for all students, including English Learners, Foster Youth, Low Income, and students experiencing homelessness, the District will provide academic supports, professional development, and release time for teachers to analyze data and plan evidence-based differentiated instruction and intervention. Implementation of research-based strategies, including Universal Design for Learning, is utilized to reinforce and strengthen students' literacy and math achievement. (D.A. action) As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math: M2.1, M2.2, M2.3, and M2.4 This action is provided on an LEA-wide basis to ensure all students benefit; however, it is principally directed toward addressing the identified academic needs of unduplicated student groups. Additionally, those student groups identified through the district's Differentiated Assistance status, including Students with Disabilities and Long-Term English Learners will be an area of focus. Note: Multiple studies find that school-wide initiatives that systematically build consistent practices with teachers are the best way to improve learning outcomes for all students. Release time for teachers facilitates collaboration and improves teacher practice.	\$3,779,059.00	Yes
2.4	Integrated Social-Emotional, Attendance, and Behavioral Supports	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. In addition to unduplicated student groups, 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	\$547,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement in student engagement, attendance, and behavior. (D.A. action) As measured by: CA School Dashboard - Chronic Absenteeism: M2.11, M2.12, M2.13, M2.14 To improve student engagement, attendance, and behavior outcomes for unduplicated student groups, including Foster Youth, Low-Income students, English Learners, and Long-Term English Learners, the district will strengthen and align integrated social-emotional, attendance, and behavioral supports. The district will provide mental health services, including district staff and contracted interns, while implementing targeted attendance interventions and proactive behavioral supports. Through a coordinated system of supports that includes prevention, early intervention, and intensive services based on student need, schools will utilize ongoing data analysis and progress monitoring to identify students requiring additional support and respond with timely, targeted interventions. These efforts will focus on reducing chronic absenteeism and improving behavioral outcomes, particularly for Long-Term English Learners and Students with Disabilities. This action is provided on an LEA-wide basis to ensure all students benefit; however, it is principally directed toward addressing identified needs in student engagement, attendance, and behavior for unduplicated student groups and Students with Disabilities, including those identified through the district's Differentiated Assistance status, specifically related to chronic absenteeism and suspension for Long-Term English Learners and Students with Disabilities. 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 engagement, connecting students and families to school and community resources for support that prevents chronic absenteeism and improves academic outcomes. Specific attention will be		

Action #	Title	Description	Total Funds	Contributing
		given to English learners, Foster Youth, Low Income, and Homeless students.		
2.5	Parent Education & Regular School-to-Home Communication	Provide parent education and maintain regular two-way school-to-home communication regarding academic programs and student progress. The district will intentionally conduct targeted outreach to families/guardians of English Learners, Foster Youth, and Low Income, with additional student groups including Homeless and Students with Disabilities as areas of focus. This action will ensure access through oral interpretation and written translations to support student success. As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13, M2.14 "Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (Henderson, A.T., and K.L. Mapp, 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement)	\$754,533.00	Yes
2.6	English Learner Services	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 English Learners and specific strategies for LTELs. Additional student and parent conferences were held with Long-Term English Learners to discuss reclassification requirements and strategies to support them. As measured by: CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded: M2.5	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CA School Dashboard - English Learner Progress Indicator District/School, and English Language Proficiency Assessments for California (ELPAC): M2.15, M2.16, 2.17 Local Measure - Reclassification rate from English Learner to Fluent English Proficient (RFEP): 2.18 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.		
2.7	Services for Foster Youth	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. As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13 Note: Overall, research suggests that there is a positive correlation between accelerated achievement and improved attendance and behavior for Foster Youth. By addressing the academic, social, and emotional needs of foster youth and providing them with the necessary support and resources, schools can help Foster Youth thrive academically and create a more positive school experience.	\$33,784.00	Yes
2.8	Services for Low Income/Homeless	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. As measured by:	\$11,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13 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"		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey: Participation Source: OVSD Parent Survey	2023-24 OVSD Parent Survey: 1,419 Responses	2024-25 OVSD Parent Survey: 1,267 Responses	2025-26 OVSD Parent Survey: 966 Responses	966 responses 33% of tokens (links) distributed	-453 Responses
3.2	Annual Parent Survey Response - Strongly Agree/Agree: "My input is listened to."	2023-24 OVSD Parent Survey: 85%	2024-25 OVSD Parent Survey: 88%	2025-26 OVSD Parent Survey: 88%	90%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: OVSD Parent Survey					
3.3	Annual Parent Survey Response - Strongly Agree/Agree: "I am welcomed at my child's school." Source: OVSD Parent Survey	2023-24 OVSD Parent Survey: 95%	2024-25 OVSD Parent Survey: 94%	2025-26 OVSD Parent Survey: 95%	95%	0%
3.4	Middle School Parent Engagement Source: Local Indicator Aeries	2023-24 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	2024-25 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	2025-26 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%	-0.1% parents have portal accounts -1.46% signed up for weekly updates -30.84% signed up for daily updates
3.5	Attendance Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 Overall: 94.9% English Learner: 94.1% Foster Youth: 92.0% Low Income: 94.2% Homeless: 93.1%	August 28, 2024 - May 16, 2025 Overall: 95.2% English Learner: 94.4% Foster Youth: 90.3% Low Income: 94.3% Homeless: 93.5%	August 27, 2025 - May 15, 2026 Overall: 95.7% English Learner: 95.0% Foster Youth: 91.7% Low Income: 94.9% Homeless: 94.2%	Overall: 97% English Learner: 97% Foster Youth: 96% Low Income: 96% Homeless: 96%	May 15, 2026: Overall: +0.8% English Learner: +0.9% Foster Youth: -0.3% Low Income: +0.5% Homeless: +1.1%
3.6	Chronic Absenteeism Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 Overall: 11.98% English Learner: 15.96%	August 28, 2024 - May 16, 2025 Overall: 10.9% English Learner: 14.47%	August 27, 2025 - May 15, 2026 Overall: 9.12% English Learner: 12.18%	Overall: 5% English Learner: 5% Foster Youth: 10% Low Income: 6%	May 15, 2026 Overall: -2.86% English Learner: -3.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 20.0% Low Income: 15.85% Homeless: 19.78%	Foster Youth: 34.29% Low Income: 14.91% Homeless: 17.39%	Foster Youth: 21.43% Low Income: 12.79% Homeless: 15.90%	Homeless: 6%	Foster Youth: +1.43% Low Income: -3.06% Homeless: -3.88%
3.7	Middle School Dropout Rate Source: Local Indicator Aeries	September 5, 2023 - May 17, 2024 0%	August 28, 2024 - May 16, 2025 0%	August 27, 2025 - May 15, 2026 0%	0%	0%
3.8	Suspension Rate Source: Local Indicator Aeries	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%	August 27, 2025 - May 15, 2026 Overall: 0.76% English Learner: 1.09% Foster Youth: 14.28% Low Income: 0.96% Homeless: 1.5%	Overall: Less than 1.0% English Learner: Less than 1.0% Foster Youth: Less than 1.0% Low Income: Less than 1.0% Homeless: Less than 1.0%	May 15, 2026 Overall: -.34% English Learner: -0.51% Foster Youth: +10.48% Low Income: 0.54% Homeless: +0.1%
3.9	Expulsion Rate Source: Local Indicator Aeries	As of May 17, 2024 2 students	As of June, 2025 3 students (0.04%)	As of May 15, 2026 0 students	Maintain 0	decrease of 2 students
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?"	2023-24 OVSD Climate Survey: 87.2%	2024-25 OVSD Climate Survey: 88.04%	2025-26 OVSD Climate Survey: 88%	92%	+0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: OVSD Climate Survey					
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	2023-24 OVSD Climate Survey: 86.2%	2024-25 OVSD Climate Survey: 84.82%	2025-26 OVSD Climate Survey: 85%	94%	-1.2%
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	2023-24 OVSD Climate Survey: 78.5%	2024-25 OVSD Climate Survey: 85.14%	2025-26 OVSD Climate Survey: 89%	94%	+10.5%
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	2023-24 OVSD Climate Survey: 78.9%	2024-25 OVSD Climate Survey: 83.42%	2025-26 OVSD Climate Survey: 86%	94%	+7.1%
3.14	OVSD Climate Survey 6th-8th - Most of the time/Always: Caring adults in school	2023-24 OVSD Climate Survey: 70.7%	2024-25 OVSD Climate Survey: 71.42%	2025-26 OVSD Climate Survey: 73%	90%	+2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: OVSD Climate Survey					
3.15	OVSD Climate Survey 6th-8th - Most of the Time/Always: School perceived as very safe or safe Source: OVSD Climate Survey	2023-24 OVSD Climate Survey: 67.3%	2024-25 OVSD Climate Survey: 68.05%	2025-26 OVSD Climate Survey: 72%	90%	+4.7%
3.16	CA Dashboard - Chronic Absenteeism Source: CA Dashboard	2023 CA Dashboard All Student Group Yellow 14.4% (Declined 6.2%)	2024 CA Dashboard All Student Group: Yellow 11.7% (Declined 2.7%)	2025 CA Dashboard All Student Group: Orange 11.8% (Maintained 0.1%)	All Student Group: Green 10.0% (Decrease 5.0%)	Declined 2.6%
3.17	CA Dashboard - Suspension Source: CA Dashboard	2023 CA Dashboard All Student Group: Orange 2% (Increased 0.4%)	2024 CA Dashboard All Student Group: Green 1.3% (Declined 0.7%)	2025 CA Dashboard All Student Group: Green 0.8% (Declined 0.5%)	All Student Group: Green 1.5% (Decline 0.5%-3.0%)	Declined 1.2%
3.18	Student Behavior - Major Office Referrals Source: Local Indicator Aeries	2023-24 34.3%	2024-25 25%	2025-26 12.69%	Reduce by 10% annually	-21.61%
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	2023-24 69% Updated. The original baseline was incorrect.	2024-25 65%	2025-26 68%	90%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2023-24 66% Updated. The original baseline was incorrect.	2024-25 65%	2025-26 68%	90%	+2%
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	2023-24 65% Updated. The original baseline was incorrect.	2024-25 71%	2025-26 73%	90%	+6%
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	2023-24 50% Updated. The original baseline was incorrect.	2024-25 55%	2025-26 59%	90%	+9%
3.23	OVSD Climate Survey 6th-8th Grade Response - Most of the Time/Always: "Do students at your school know the rules?"	2023-24 55% Updated. The original baseline was incorrect.	2024-25 53%	2025-26 58%	90%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	2023-24 40% Updated. The original baseline was incorrect.	2024-25 38%	2025-26 45%	90%	+5%

Goal Analysis [2025-26]

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

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

All actions under Goal 3 were implemented largely as planned, with no substantive differences between planned actions and actual implementation. The district maintained a consistent focus on ensuring safe, welcoming school environments while strengthening communication, engagement, and partnerships with students, families, staff, and the broader community.

Implementation of Action 3.1 supported continued enhancements to school safety measures, including strengthened site protocols and the continued presence of additional campus safety staff at middle schools. These efforts contributed to maintaining safe school environments and supporting student and staff well-being.

Action 3.2 was implemented with an increased focus on strengthening positive and supportive school climates through the consistent use of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Social Emotional Learning (SEL). Schools engaged in ongoing PBIS implementation and review, with an emphasis on prevention, student engagement, and positive behavior supports. This work aligned closely with the district's broader efforts under Differentiated Assistance to improve attendance, engagement, and behavioral outcomes, particularly for student groups identified for additional support.

Actions 3.3 and 3.4 were implemented as planned, with continued emphasis on strengthening communication and collaboration with educational partners. Schools and the district expanded communication strategies through websites, social media, and direct outreach, resulting in increased parent engagement and participation in school activities. The continued implementation of Partnership between Administration and Labor (PAL) practices supported positive working relationships and collaboration across the district.

Action 3.5 was implemented as planned, with ongoing efforts to maintain and strengthen internal and external partnerships that support students and families.

A key success across Goal 3 was the continued strengthening of school climate and communication systems, as reflected in increased parent engagement and positive feedback regarding school connectedness and safety. Additionally, the alignment of behavioral and social-emotional supports across actions contributed to more consistent implementation of proactive strategies to support students.

While implementation was successful overall, challenges remain in increasing middle school student engagement and ensuring that all student groups consistently feel safe and connected. Continued efforts are needed to strengthen communication systems, maintain high levels of family engagement, and ensure consistent implementation of school climate practices across all sites.

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

Actions 3.1, 3.2, and 3.5 were implemented as planned, with expenditures aligned to budgeted amounts.

For Action 3.3, expenditures are currently below the total budgeted amount, with approximately half of the funds expended to date. Spending is on track and expected to align more closely with the budget by the end of the fiscal year as planned activities continue.

Action 3.4 expenditures exceeded the original budget by approximately \$3,000 due to increased costs associated with implementation of planned activities and supports.

For Action 3.6, no expenditures were recorded. Planned supports were implemented through alternative methods utilizing existing resources, resulting in no associated expenditures for this action.

LREBG funding originally allocated for action 3.6 was reallocated action 3.2. Actions originally associated with Action 3.6 have been consolidated into action 3.2. (Action 3.6 has been eliminated.)

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

The actions within Goal 3 have been effective in promoting safe, welcoming, and connected school environments, as well as strengthening communication and engagement with educational partners. Implementation of school climate initiatives, safety measures, and expanded communication efforts contributed to positive outcomes while also identifying areas for continued growth.

Actions 3.1 and 3.2 were effective in supporting school safety and fostering positive school climates. Student survey data indicates that a majority of students report feeling safe and cared for at school, with higher levels reported at the elementary level, reflecting the impact of consistent implementation of PBIS, Restorative Practices, and Social Emotional Learning.

Action 3.2 was effective in strengthening systems to support student behavior and engagement. Districtwide PBIS recognition, including Platinum, Gold, and Silver awards across schools, reflects consistent implementation and has contributed to improved student behavior and school climate. This work aligns with Goal 2 efforts to support attendance and student engagement.

Actions 3.3 and 3.4 were effective in strengthening communication and engagement with families and staff. Parent survey data indicates high levels of satisfaction, with 94% of parents feeling welcomed and 88% reporting their input was heard. Expanded communication strategies and collaborative practices contributed to these outcomes.

Action 3.5 was effective in strengthening partnerships, increasing collaboration, and expanding supports for students and families.

While these actions have contributed to positive outcomes, middle school students continue to report lower levels of safety and connectedness compared to elementary students, indicating a need for continued focus. Additional attention is needed to ensure all student groups consistently experience a safe and supportive environment.

Overall, Goal 3 actions have been effective in strengthening school climate, improving perceptions of safety and connectedness, and increasing engagement with families and staff. Continued focus on consistent implementation and targeted supports will further improve outcomes for all students.

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

For the 2026–27 school year, the overall goal for Goal 3 remains unchanged. Based on reflection of implementation data and educational partner input, refinements were made to clarify language, strengthen alignment across actions, and more clearly define how services and supports will be implemented. No actions were added; Action 3.6 was discontinued.

The following metrics were corrected in Spring of 2026 to include accurate baseline for school year 23-24: 3.19-3.24.

Revisions to Actions 3.1 through 3.4 strengthened clarity and consistency in implementation. Action 3.1 clarifies the role of additional campus safety staff at the middle school level. Action 3.2 emphasizes consistent implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Social Emotional Learning (SEL), and anti-bullying education to strengthen school climate and student engagement. Action 3.3 strengthens expectations for consistent and timely communication and expands outreach through websites, social media, and media relations. Action 3.4 reinforces continued implementation of Partnership between Administration and Labor (PAL) practices.

Action 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 campus safety staff to assist at middle schools.

Action 3.2 Supportive School Climate: Continue to strengthen and ensure positive, healthy, and supportive school climates that increase student attendance, engagement, and academic achievement while preventing bullying through the consistent implementation of universal Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Social Emotional Learning (SEL), and anti-bullying education, including appropriate use of social media.

Action 3.3 Home Connection & Community Knowledge: Continue to enhance the school-home partnership through consistent and timely communication regarding student academic achievement. Increase community awareness of OVSD through District, school, and teacher communication, including websites, social media, and media relations.

Action 3.4 Partnership between Administration and Labor (PAL): Continue to implement the Partnership between Administration and Labor (PAL) practices, principles, and activities.

Action 3.6 was discontinued, and its focus on attendance, behavior, and student engagement was incorporated into Action 3.2 and Goal 2, Action 2.4 to create a more cohesive and aligned system of supports. Metrics previously associated with Action 3.6 will continue to be monitored under Action 3.2. This change reduces duplication and strengthens consistency in implementation across sites.

To further emphasize the importance of safe, respectful, and inclusive school environments, the Board of Trustees increased performance targets for multiple OVSD Climate Survey measures to 90%. These adjustments reflect high expectations for student safety, connectedness, and peer respect as essential conditions for learning.

3.14: 6th-8th - Most of the time/Always: Caring adults in school. From 80% to 90%

3.15: 6th-8th - Most of the Time/Always: School perceived as very safe or safe. From 85% to 90%

3.19: 2nd/3rd Grade Response - Most of the Time/Always: "Do students at your school know the rules?" From 75% to 90%

3.20: 2nd/3rd Grade Response - Most of the Time/Always: "Do students at your school talk to each other in a kind way?" From 75% to 90%

3.21: 4th/5th Grade Response - Most of the Time/Always: "Do students at your school know the rules?" From 80% to 90%

3.22: 4th/5th Grade Response - Most of the Time/Always: "Do students at your school treat each other with respect?" From 65% to 90%

3.23: 6th-8th Grade Response - Most of the Time/Always: "Do students at your school know the rules?" From 65% to 90%

3.24: 6th-8th Grade Response - Most of the Time/Always: "Do students at your school treat each other with respect?" From 50% to 90%

This revision also strengthens alignment with Learning Recovery Emergency Block Grant (LREBG) requirements by ensuring expenditures are clearly connected to actions that address identified student needs related to learning recovery, including student engagement, attendance, and social-emotional well-being. LREBG-funded services are incorporated into Action 3.2, with associated metrics remaining unchanged to continue monitoring effectiveness.

Consistent with LREBG requirements, these actions include identified metrics and will reflect associated expenditures in the action tables. For the 2025–26 and 2026–27 school years, LREBG funds are aligned to Actions 1.2 and 3.2. If additional funds become available, the district will continue to allocate resources to these actions to ensure continuity of services and sustained support for student learning recovery and well-being.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safety Procedures	Continue to improve and adapt protocols, and school environments to protect and ensure the safety of students and staff, including additional campus safety staff to assist at middle schools.	\$638,288.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Supportive School Climate	Continue to strengthen and ensure positive, healthy, and supportive school climates that increase student attendance, engagement, and academic achievement while preventing bullying through the consistent implementation of universal Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Social Emotional Learning (SEL), and anti-bullying education, including appropriate use of social media. LREBG Action. This action's effectiveness will be measured by 3.8 and 3.18. Additional LREBG (State Restricted) funding became available during the 2025-26 school year, and this funding was allocated to action 1.2 and 3.2. Action 3.2 will utilize \$170,635 of LREBG funding in Fiscal Year 2026-27. 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	\$206,066.00	No
3.3	Home Connection & Community Knowledge	Continue to enhance the school-home partnership through consistent and timely communication regarding student academic achievement. Increase community awareness of OVSD through District, school, and teacher communication, including websites, social media, and media relations.	\$390,665.00	No
3.4	Partnership between Administration and Labor (PAL)	Continue to implement the Partnership between Administration and Labor (PAL) practices, principles, and activities.	\$41,220.00	No
3.5	Internal & External Partnerships	Proactively reach out to maintain and strengthen internal and external partnerships.	\$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,267,750	\$435,138

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.079%	0.000%	\$0.00	14.079%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	Action: Extended School Day (Above state minimum instructional minutes) Need: Local and state data indicate persistent achievement gaps between the All Student group and unduplicated student groups in English Language Arts and mathematics. iReady Diagnostic results show significantly lower percentages of students meeting grade-	Research supports that increased instructional time improves academic outcomes by allowing for deeper engagement with content, differentiated instruction, and targeted support. Ocean View School District will continue to provide additional daily instructional minutes above the state-required minimum to increase access to core instruction and targeted support for unduplicated student groups, including English Learners, Foster Youth, Low-Income students, and students experiencing homelessness.	As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils- ELA/Math: M2.3 and M2.4 (TBD May, 2026) Progress will be monitored through ongoing analysis

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level expectations for English Learners, Low-Income students and Foster Youth. Additional students groups performing below the All Student Level include Students with Disabilities and students experiencing homelessness. California School Dashboard data similarly reflects lower performance levels for these student groups across ELA and mathematics indicators. All Student Group: 59.3% ELA, 54.5% math English Learners: 23.5% ELA, 22.5% math Low-income: 47.2% ELA, 41.8% math Foster Youth: 25% ELA, 14.3% math Students with Disabilities: 24.8% ELA, 19.8% math Homeless: 36.6% ELA, 37.1% math 2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Declined 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Foster Youth: Red (Declined 23.4 points; -75.7 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard) 2023 CA School Dashboard School - ELA: SPRING VIEW: Homeless: Red (Declined 23.1 points; -73.6 points below standard)	This action is principally directed toward meeting the academic needs of unduplicated pupils, who demonstrate lower performance in ELA and mathematics, by increasing instructional time to support intervention, skill development, and access to grade-level content. This action increases services by providing additional instructional time beyond what is required by law, ensuring that unduplicated student groups have expanded opportunities for learning, intervention, and support. The additional time allows for targeted instruction, small-group support, and differentiated learning experiences designed to accelerate academic progress. This action is being offered on an LEA-wide basis in order to provide timely intervention and academic support across all schools in the district.	of iReady Diagnostic data and California School Dashboard results to assess growth in ELA and mathematics achievement for unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	VILLAGE VIEW: Students with Disabilities: Red (Declined -13.2 points; -100.0 points below standard) 2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; -34.67 points below standard) Foster Youth: Orange (Declined 31.1 points; -91.3 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard) 2023 CA School Dashboard School - Math: MARINE VIEW: English Learners: Red (Declined 9.5 points; -110.3 points below standard) SPRING VIEW Homeless: Red (Declined 9.3 points; -112.6 points below standard) VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points; 145.4 points) Scope: LEA-wide		
2.2	Action: Early Intervention, Prevention & English Language Acquisition Programs	Research demonstrates that early intervention in the primary grades is critical to long-term academic success, particularly in literacy and	As measured by:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Local and state data indicate significant achievement gaps in English Language Arts and mathematics for Kindergarten through third-grade students, particularly among unduplicated student groups, including English Learners, Low-Income students, Students with Disabilities, Foster Youth, and students experiencing homelessness. iReady Diagnostic and California School Dashboard data show these student groups are performing below the All Student group, demonstrating a need for early intervention and foundational skill development. All Student Group: 59.3% ELA, 54.5% math English Learners: 23.5% ELA, 22.5% math Low-income: 47.2% ELA, 41.8% math Foster Youth: 25% ELA, 14.3% math Students with Disabilities: 24.8% ELA, 19.8% math Homeless: 36.6% ELA, 37.1% math 2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Declined 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Foster Youth: Red (Declined 23.4 points; -75.7 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard)	language development. Ocean View School District will continue to provide early intervention, prevention, and English language acquisition programs through reduced class sizes in Kindergarten through third grade. Instructional assistants will also be assigned to Kindergarten classrooms to support foundational skill development and school readiness. This action is principally directed toward unduplicated pupils, who demonstrate lower performance in early literacy and mathematics, by increasing access to targeted instruction, language development, and individualized support during the critical early learning years. This action increases services by reducing class sizes and providing additional instructional support staff in Kindergarten classrooms, allowing for more individualized attention, small-group instruction, and targeted interventions. These supports improve access to foundational literacy, language, and mathematics instruction for unduplicated student groups, helping to address early learning gaps and support long-term academic success.	CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math for grades K-3: M2.1, M2.2, M2.3, and M2.4 (TBD May, 2026) Progress will be monitored through iReady Diagnostics administered three times per year for grades K–3, along with classroom-based formative and summative assessments for transitional kindergarten.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard) 2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; - 34.67 points below standard) Foster Youth: Orange (Declined 31.1 points; - 91.3 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Homeless: Yellow (Increased 25.1 points; - 45.0 points below standard) Scope: Schoolwide		
2.3	Action: Academic Supports Need: Local and state data indicate significant achievement gaps in Language Arts and mathematics between the All Student group and unduplicated student groups, including English Learners, Long-Term English Learners, Low-Income students, Foster Youth. iReady Diagnostic, CAASPP, and California School Dashboard data show that these student groups consistently perform below standard, with the greatest needs identified for Students with Disabilities and Long-Term	The district will implement this action on an LEA-wide basis to ensure consistent instructional practices and equitable access to high-quality teaching and learning across all schools. This includes providing academic supports, professional development, and structured collaboration time for teachers to analyze data and plan evidence-based differentiated instruction and targeted interventions in English Language Arts and mathematics. This action is principally directed toward meeting the academic needs of unduplicated student groups, including English Learners, Long-Term English Learners, Foster Youth, and Low-Income	As measured by: CA School Dashboard - ELA/Math: M2.7, M2.8, M2.9, M2.10, and iReady overall and Unduplicated Pupils - ELA/Math: M2.1, M2.2, M2.3, and M2.4 (TBD May, 2026) Progress will be monitored through ongoing analysis of iReady Diagnostic data and California School Dashboard results to assess growth in ELA and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, as reflected in the district's Differentiated Assistance status. iReady: All Student Group: 59.3% ELA, 54.5% math English Learners: 23.5% ELA, 22.5% math Low-income: 47.2% ELA, 41.8% math Foster Youth: 25% ELA, 14.3% math Students with Disabilities: 24.8% ELA, 19.8% math Homeless: 36.6% ELA, 37.1% math ELA CAASPP Scoring Meets or Exceeds All Students: 56.92% ELA, 50.17% math English Learners: 10.33% ELA, 14.74% math Low Income: 43.47% ELA, 37.73% math Long-Term English Learners: 2.67% ELA, 2.03% math Foster Youth: N/A ELA, and N/A math Students with Disabilities: 15.51% ELA, 15.58% math Homeless: 37.32% ELA, 30.69% math 2023 CA School Dashboard District - ELA: All Student Group: Green (Maintained 2 points; +15.3 points above standard) English Learners: Orange (Declined 9.6 points; - 45.4 points below standard) Low-income: Orange (Maintained 1.7 points; - 16.8 points below standard) Foster Youth: Red (Declined 23.4 points; -75.7 points below standard) Students with Disabilities: Orange (Increased 6.3 points; -77.1 points below standard) Homeless: Yellow (Increased 17.9 points; - 29.4 points below standard)	students. Additional student groups who will benefit include Students with Disabilities and students experiencing homelessness who demonstrate lower performance in literacy and mathematics. These efforts align with the district's Differentiated Assistance focus on improving outcomes for Students with Disabilities and Long-Term English Learners. This action increases and improves services by providing additional professional development, structured collaboration time, and targeted instructional supports that are specifically designed to address the learning needs of unduplicated pupils. Release time for teachers allows for ongoing data analysis, planning, and implementation of differentiated instruction and targeted interventions. Implementation of research-based strategies, including Universal Design for Learning, improves access to rigorous, standards-aligned instruction and supports diverse learning needs. These coordinated supports strengthen Tier 1 instruction while also providing targeted intervention to accelerate achievement for student groups with the greatest needs.	mathematics achievement for unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CA School Dashboard School - ELA: SPRING VIEW: Homeless: Red (Declined 23.1 points; -73.6 points below standard) VILLAGE VIEW: Students with Disabilities: Red (Declined -13.2 points; -100.0 points below standard) 2023 CA School Dashboard District - Math: All Student Group: Green (Increased 5.7 points; -0.7 points below standard) English Learners: Orange (Maintained 0.7 points; -55.8 points below standard) Low-income: Yellow (Increased 9.7 points; -34.67 points below standard) Foster Youth: Orange (Declined 31.1 points; -91.3 points below standard) Students with Disabilities: Orange (Increased 13.5 points; -95.7 points below standard) Homeless: Yellow (Increased 25.1 points; -45.0 points below standard) 2023 CA School Dashboard School - Math: MARINE VIEW: English Learners: Red (Declined 9.5 points; -110.3 points below standard) SPRING VIEW: Homeless: Red (Declined 9.3 points; -112.6 points below standard) VISTA VIEW: Students with Disabilities: Red (Maintained 1.8 points; 145.4 points) Scope:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	Action: Integrated Social-Emotional, Attendance, and Behavioral Supports Need: Local data, state indicators, and educational partner feedback indicate that chronic absenteeism remains an area of need, particularly for our unduplicated pupils. Additional student groups including Students with Disabilities and Foster Youth are performing at the Red level, while English Learners and Low-Income students are at the Orange level, all demonstrating higher rates of absenteeism compared to the All Student group. While overall suspension rates remain low, disparities exist for Long-Term English Learners and Students with Disabilities at select sites. These data indicate a need for coordinated supports to address barriers related to student engagement, attendance, and behavior, particularly for Students with Disabilities and Long-Term English Learners, as identified through the district's Differentiated Assistance status. Data also indicates that unduplicated student groups, Long-Term English Learners, and Students with Disabilities experience higher rates of chronic absenteeism and, in some cases, increased disciplinary outcomes. Barriers contributing to these trends may	The district will implement this action on an LEA-wide basis to ensure consistent, coordinated systems of support across all schools. This includes integrated social-emotional, attendance, and behavioral supports through district mental health providers, contracted interns, and site-based teams. This action is principally directed toward unduplicated student groups, including English Learners, Long-Term English Learners, Foster Youth, and Low-Income students. Additionally, Students with Disabilities experience higher rates of chronic absenteeism and disciplinary outcomes. These efforts align with the district's Differentiated Assistance focus on improving attendance and behavioral outcomes for Students with Disabilities and Long-Term English Learners. This action increases and improves services by providing coordinated, ongoing data analysis, progress monitoring, and site-level collaboration to identify students requiring additional support tiered supports that include prevention, early intervention, intensive services based on student need. Expanded access to mental health service providers and contracted interns, targeted and timely attendance interventions, and proactive behavioral supports allows schools to identify and address barriers to engagement more effectively. Implementation of evidence-based practices, including Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports	As measured by: CA School Dashboard - Chronic Absenteeism and Suspension: M2.11, M2.12, M2.13, M2.14 Progress will be monitored through California School Dashboard indicators and ongoing site-level data review to assess reductions in chronic absenteeism and suspension rates for unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	include inconsistent engagement, unmet social-emotional needs, and limited access to coordinated supports. These conditions negatively impact student learning and contribute to lower academic outcomes, highlighting the need for integrated systems that address attendance, behavior, and engagement. 2025 CA School Dashboard Chronic Absenteeism All Student Group: Orange 11.8% (Maintained 0.1%) English Learners: Orange 15.7% (Maintained - 0.1%) Low-income: Orange 16.3% (Maintained 0.4%) Foster Youth: Red 32.5% (Increased 10.1%) Students with Disabilities: Red 22.8% (Maintained -0.2%) Homeless: Yellow 18.5% (Declined 2.4%) 2025 CA School Dashboard Chronic Absenteeism 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% (Declined 13.1%) MESA VIEW English Learners: Red 22.1%(Maintained 0.2%) Homeless: Yellow 14% (Declined 9.5%)	(PBIS), and trauma-informed approaches, improves school climate, strengthens student engagement, and reduces barriers to attendance and participation. Ongoing data analysis, progress monitoring, and site-level collaboration ensure timely, targeted interventions for students with the greatest needs. Research indicates that strong school relationships and coordinated support systems improve student engagement, attendance, and academic outcomes. Providing integrated, schoolwide systems of support ensures consistency in implementation and increases the effectiveness of targeted interventions for student groups with the greatest needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	VILLAGE VIEW Students with Disabilities: Green 6.1% (Declined 21.3%) 2025 CA School Dashboard Suspension All Student Group: Green 0.8% (Declined 0.5%) English Learners: Yellow 1.9% (Maintained 0.1%) Low-income: Green 1.2% (Declined 0.5%) Foster Youth: Green 2.5% (Declined 5.8%) Students with Disabilities: Green 1.9% (Declined 0.5%) African American Youth: Orange 3.4% (Maintained -0.2%) Homeless: Green 1.1% (Declined 1.2%) 2025 CA School Dashboard Suspension MARINE VIEW English Learners: Orange 3.8% (Increased 3.8%) Low Income: Green 2.5% (Declined 1.9%) Hispanic: Green: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% (Declined 0.7%) 2023 CA School Dashboard District - Chronic Absenteeism: All Student Group: Yellow (Declined 6.2%; 14.4% chronically absent) English Learners: Yellow (Declined 4.4%; 19.8% chronically absent)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income: Yellow (Declined 6.7%; 19.7% chronically absent) Foster Youth: Orange (Declined 6.8%; 50% chronically absent) Students with Disabilities: Yellow (Declined 7.5%; 24.6% chronically absent) Homeless: Yellow (Declined 11.9%; 23.4% chronically absent) 2023 CA School Dashboard School - Chronic Absenteeism: CIRCLE VIEW Students with Disabilities: Red (Increased 14.1%; 30.1% chronically absent) COLLEGE VIEW Hispanic: Red (Increased 0.5%; 21.4% chronically absent) HOPE VIEW English Learners: Red (Increased 3.9%; 25.0% chronically absent) MESA VIEW English Learners: Red (Maintained 0.3%; 26.9% chronically absent) Homeless: Red (Increased 10.2%; 36.8% chronically absent) VILLAGE VIEW: Students with Disabilities: Red (Increased 1.9%; 31.8% chronically absent) Scope: LEA-wide		
2.5	Action: Parent Education & Regular School-to-Home Communication	The district will implement this action on an LEA-wide basis to ensure consistent communication and engagement practices across all schools. This	As measured by: CA School Dashboard - ELA, Math, Chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Educational partner feedback and survey data indicate a need to strengthen family engagement and improve access to information regarding academic programs and student progress, particularly for families of unduplicated student groups. These groups, along with students experiencing homelessness, and Students with Disabilities, continue to demonstrate lower academic achievement, attendance, and engagement outcomes compared to the All Student group, indicating a need for increased communication, outreach, and support. 2025 CA School Dashboard District - ELA: 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) Low-income: Orange (Declined 3.3 points; -19.4 points below standard) Foster Youth: Orange (Increased 11 points; -85.4 points below standard) Students with Disabilities: Red (Declined 6.9 points; -83.2 points below standard) Homeless: Orange (Declined 7.6 points; -40.6 points below standard) 2025 CA School Dashboard District - Math: 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)	includes providing parent education, maintaining regular two-way school-to-home communication, and conducting targeted outreach to families of unduplicated student groups. This action is principally directed toward increasing access and engagement for families of English Learners, Foster Youth, and Low-Income students. Additionally, this action will serve students experiencing homelessness, and Students with Disabilities by ensuring communication is accessible, timely, and responsive to family needs. This action increases and improves services by expanding access to parent education and communication through targeted outreach, bilingual support, oral interpretation, and written translation. Additional staffing, including Bilingual Parent Liaisons and instructional assistants, strengthens the district's ability to connect with families and provide meaningful support. These services strengthen family engagement by increasing participation in school activities, strengthening home-school partnerships, and supporting families in understanding academic expectations and student progress. Increased communication and engagement contribute to improved attendance, behavior, and academic outcomes for unduplicated student groups.	Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13, M2.14 Progress will be monitored through California School Dashboard indicators, parent survey data, and tracking of translation and interpretation services to assess increased family engagement and access.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income: Orange (Maintained -1.3 points; -35.6 points below standard) Foster Youth: Yellow (Increased 49.9 points; -94.1 points below standard) Students with Disabilities: Red (Declined 12.1 points; -105 points below standard) Homeless: Orange (Declined -9.8 points; -57.1 points below standard) 2025 CA School Dashboard District - Chronic Absenteeism: All Student Group: Orange 11.8% (Maintained 0.1%) English Learners: Orange 15.7% (Maintained -0.1%) Low-income: Orange 16.3% (Maintained 0.4%) Foster Youth: Red 32.5% (Increased 10.1%) Students with Disabilities: Red 22.8% (Maintained -0.2%) Homeless: Yellow 18.5% (Declined 2.4%) 2025 CA School Dashboard District - Suspension All Student Group: Green 0.8% (Declined 0.5%) English Learners: Yellow 1.9% (Maintained 0.1%) Low-income: Green 1.2% (Declined 0.5%) Foster Youth: Green 2.5% (Declined 5.8%) Students with Disabilities: Green 1.9% (Declined 0.5%) African American Youth: Orange 3.4% (Maintained -0.2%) Homeless: Green 1.1% (Declined 1.2%)		

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income: Yellow (Declined 6.7%; 19.7% chronically absent) Students with Disabilities: Yellow (Declined 7.5%; 24.6% chronically absent) Foster Youth: Orange (Declined 6.8%; 50% chronically absent) Homeless: Yellow (Declined 11.9%; 23.4% chronically absent) 2023 CA School Dashboard District - Suspension: All Student Group: Orange (Increased 0.4% or more; 2% or less) English Learners: Orange (Increased 1.3% or more; 3.8% or less) Low-income: Orange (Increased 0.7% or more; 2.9% or less) Students with Disabilities: Orange (Maintained -0.2%; 3.4% or less) Foster Youth: Red (Increased 5.9% or more; 10.3% or less) African American Youth: Red (Increased 2.7% or more; 7.2% or less) Homeless: Orange (Increased 0.5% or more; 2.9% or less) Scope: LEA-wide		
2.8	Action: Services for Low Income/Homeless Need: Educational partner feedback and student data indicate that Low-Income students and students experiencing homelessness face	The district will continue to provide comprehensive supports for Low-Income students and students experiencing homelessness, including academic support, materials, supplies, counseling, case management, and referrals to district and community resources. This action will be	As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.8, M2.9, M2.10, M2.11, M2.12, M2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers that impact academic achievement, attendance, and behavior. These barriers may include limited access to basic needs, inconsistent school attendance, and reduced access to academic and social-emotional supports, resulting in lower outcomes compared to the All Student group. Based on the 2022-23 California Assessment of Student Performance and Progress (CAASPP), the percentage of Low Income 44.56% and Homeless 40.47% met or exceeded standards in English Languages Arts (ELA) and Low Income 38.31% and Homeless 33.77% met or exceeded standards in math, compared with the All Student group 58.17% met or exceeded standards in ELA and 51.40% met or exceeded standards in math. Based on the 2023 CA School Dashboard, the Low Income subgroup scored Orange in ELA (-16.8 points below standard) and Yellow in Math (-34.67 points below standard) and the Homeless student group scored Yellow in ELA (-29.4 points below standard) and Yellow in Math (-45.0 points below standard) which is lower than the All Students Group that scored Green for both ELA (+15.3 points above standard) and Math (-0.7 points below standard). Chronic Absenteeism & Suspensions Based on the 2023 CA School Dashboard, the Low Income student group scored Yellow in Chronic Absenteeism (19.7% chronically	implemented on an LEA-wide basis to ensure consistent access to supports across all schools. This action is principally directed toward Low-Income students and students experiencing homelessness, who experience greater barriers to learning and require additional support to improve attendance, academic progress, and overall well-being. This action increases and improves services by providing coordinated and expanded supports that address both academic and non-academic barriers to learning. Access to materials, supplies, counseling, and case management ensures students have the resources needed to fully participate in school. Targeted interventions, attendance monitoring, and engagement strategies support improved attendance, while implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and social-emotional learning supports positive behavior and reduces disciplinary incidents.	Progress will be monitored through California School Dashboard indicators and ongoing review of student achievement, attendance, and behavior data for Low-Income and Homeless student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absent) and Orange in suspensions (2.9%), and the Homeless subgroup scored Yellow in Chronic Absenteeism (23.4% chronically absent), and Orange in Suspensions (2.9%) which is higher than the All Students Group that scored Yellow for Chronic Absenteeism (14.4% chronically absent), and Green for Suspensions (2.0%). Based on the 2023 CA School Dashboard, the Homeless student group at Spring View scored Red in ELA (-73.6 points below standard) and Red in Math (-112.6 points below standard). At Mesa View the Homeless student group scored Red for Chronic Absenteeism (36.8%). Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	Action: English Learner Services Need: Educational partner feedback from the District English Learner Advisory Committee (DELAC),	The district will improve outcomes for English Learners, particularly Long-Term English Learners, requires targeted and sustained language development supports. The district will continue to provide designated and integrated English Language Development (ELD) instruction	As measured by: CAASPP Assessments - English Language Arts for Student Groups: Standard Met and Exceeded: M2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	along with local and state data, indicate a need to improve English language proficiency, academic achievement, and reclassification rates for English Learners, particularly Long-Term English Learners (LTELs). LTELs continue to perform below their English-only peers in English Language Arts and demonstrate lower rates of progress toward English proficiency. 2022-23 CAASPP met/exceeded: ELA All Student Group: 58.17% Long-Term English Learners: 4.14% Math: All Student Group: 51.40% Long-Term English Learners: 4.14% Based on the 2023 CA School Dashboard - Math: English Learners Marine View - Red (-110.3 points below standard) District - Orange (-55.8 points below standard) Based on the 2023 CA School Dashboard - Chronic Absenteeism: English Learners Hope View - Red (25%) Mesa View - Red (26.9%) District - Orange (19.8%) Based on the 2023 CA School Dashboard - Suspension: English Learners	focused on vocabulary development, academic language, and comprehension skills to support access to grade-level content. Designated staff will provide targeted small-group instruction, while ongoing professional development will strengthen teacher capacity to implement differentiated, research-based instructional strategies, including scaffolded instruction, to meet the diverse needs of ELs and LTELs and support progress toward reclassification.	CA School Dashboard - English Learner Progress Indicator (ELPI) District/School, and English Language Proficiency Assessments for California (ELPAC): M2.15, M2.16, 2.17 Local Measure - Reclassification rate from English Learner to Fluent English Proficient (RFEP): 2.18 Progress will be monitored through ELPAC results, ELPI data, reclassification rates, and ongoing formative assessment to ensure growth in language proficiency and academic achievement for English Learners and Long-Term English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Marine View - Red (16.9%) Mesa View - Red (26.9%) District - Orange (3.8%) 2023 CA School Dashboard, the English Proficiency Indicator (ELPI) is: District - Orange (51.9% making progress towards English language proficiency) Spring View - Red (39% making progress toward English language proficiency) Vista View - Red (44.8%) making progress towards English language proficiency). Scope: Limited to Unduplicated Student Group(s)		
2.7	Action: Services for Foster Youth Need: Educational partner feedback and local data indicate that Foster Youth experience challenges in academic achievement, attendance, and behavior compared to their peers. Barriers such as mobility, inconsistent school experiences, and social-emotional needs contribute to lower outcomes, indicating a need for coordinated and targeted supports. Based on the 2022-2023 California Assessment of Student Performance and Progress (CAASPP), the percentage of Foster Youth 25.0% met or exceeded standards in English Language Arts (ELA) and 7.69% met or exceeded standards in math, compared to the All Student Group 58.17% met or	The district will continue to provide comprehensive supports for Foster Youth, including counseling, case management, referrals, and access to resources to address barriers to learning. This action is principally directed toward Foster Youth, who experience barriers that impact attendance, academic progress, and overall well-being. Targeted academic interventions, differentiated instruction, and ongoing data analysis will support improved academic outcomes. Attendance will be supported through strengthened monitoring systems, identification of root causes of absenteeism, and increased engagement with students and families. Behavioral supports will include implementation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and expanded social-emotional learning opportunities to improve behavior and reduce suspensions.	As measured by: CA School Dashboard - ELA, Math, Chronic Absenteeism, Suspension: M2.7, M2.9, M2.11, M2.13 Progress will be monitored through California School Dashboard indicators and ongoing review of student performance, attendance, and behavioral data for Foster Youth.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	exceeded standards in ELA and 51.40% met or exceeded standards in math. Based on the 2023 CA School Dashboard, the Foster Youth scored Red in ELA (-75.7 points below standard), Orange in Math (-91.3 points below standard) which is lower than the All Students Group that scored Green for both ELA (+15.3 points above standard) and Math (-0.7 points below standard). Foster Youth scored Orange in Chronic Absenteeism (50.0% chronically absent), and Red in Suspensions (10.3%) which is higher than the All Students Group that scored Yellow for Chronic Absenteeism (14.4% chronically absent), and Orange for Suspensions (2%). Scope: Limited to Unduplicated Student Group(s)	This action increases and improves services by providing coordinated, individualized supports tailored to the unique needs of Foster Youth. Expanded access to counseling, case management, and targeted interventions ensures that students receive consistent support to improve attendance, academic progress, and overall well-being.	

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

Not applicable.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:88	1:62
Staff-to-student ratio of certificated staff providing direct services to students	1:26	1:24

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$72,929,301	\$10,267,750	14.079%	0.000%	14.079%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,637,865.00	\$451,699.00	\$0.00	\$0.00	\$62,089,564.00	\$61,214,603.00	\$874,961.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attract, Hire, and Retain Highly Effective Staff	All	No			All Schools	2024-2027	\$46,216,420.00	\$0.00	\$46,216,420.00	\$0.00	\$0.00	\$0.00	\$46,216,420.00	
1	1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	All	No			All Schools	2024-2027	\$31,743.00	\$300,700.00	\$57,443.00	\$275,000.00	\$0.00	\$0.00	\$332,443.00	
1	1.3	Comprehensive Middle School Program	All	No			All Schools Specific Schools: Marine View, Mesa View, Spring View, and Vista View	2024-2027	\$909,532.00	\$56,026.00	\$965,558.00	\$0.00	\$0.00	\$0.00	\$965,558.00	
1	1.4	Leadership Development	All	No			All Schools	2024-2027	\$0.00	\$96,251.00	\$96,251.00	\$0.00	\$0.00	\$0.00	\$96,251.00	
1	1.5	Innovative Schools & Program	All	No			Specific Schools: Golden View, Harbour View, Lake View, Village View, and Westmont	2024-2027	\$1,180,196.00	\$48,572.00	\$1,228,768.00	\$0.00	\$0.00	\$0.00	\$1,228,768.00	
1	1.6	Well-Rounded Educational Experiences	All	No			All Schools	2024-2027	\$759,366.00	\$23,000.00	\$782,366.00	\$0.00	\$0.00	\$0.00	\$782,366.00	
1	1.7	Gifted and Talented Education (GATE) Programs	All	No			All Schools	2024-2027	\$83,653.00	\$41,328.00	\$124,981.00	\$0.00	\$0.00	\$0.00	\$124,981.00	
2	2.1	Extended School Day (Above state minimum instructional minutes)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$2,400,002.00	\$0.00	\$2,400,002.00	\$0.00	\$0.00	\$0.00	\$2,400,002.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Circle View, College View, Golden View, Harbour View, Hope View, Lake View, Oak View, Star View, Village View, and Westmont. K through 3rd grade	2024-2027	\$3,500,148.00	\$0.00	\$3,500,148.00	\$0.00	\$0.00	\$0.00	\$3,500,148.00	
2	2.3	Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$3,779,059.00	\$0.00	\$3,779,059.00	\$0.00	\$0.00	\$0.00	\$3,779,059.00	
2	2.4	Integrated Social-Emotional, Attendance, and Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$547,512.00	\$0.00	\$547,512.00	\$0.00	\$0.00	\$0.00	\$547,512.00	
2	2.5	Parent Education & Regular School-to-Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$662,533.00	\$92,000.00	\$754,533.00	\$0.00	\$0.00	\$0.00	\$754,533.00	
2	2.6	English Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: English learners at Hope View scored Red in Chronic Absenteeism (30.3%), English learners at Golden View scored Red in ELA (82.9 points below standard), College View who scored Red	2024-2027	\$28,000.00	\$7,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							(28.1% making progress towards English language proficiency) and Oak View who scored Red (42.6% making progress towards English language proficiency).									
2	2.7	Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	\$23,784.00	\$10,000.00	\$33,784.00	\$0.00	\$0.00	\$0.00	\$33,784.00	
2	2.8	Services for Low Income/Homeless	Low Income	Yes	LEA-wide	Low Income	Specific Schools: The Homeless student group at Westmont scored Red in Chronic Absenteeism (25.5%). TK-5th	2024-2027	\$6,500.00	\$5,000.00	\$11,500.00	\$0.00	\$0.00	\$0.00	\$11,500.00	
3	3.1	Safety Procedures	All	No			All Schools	2024-2027	\$630,288.00	\$8,000.00	\$638,288.00	\$0.00	\$0.00	\$0.00	\$638,288.00	
3	3.2	Supportive School Climate	All	No			All Schools	2024-2027	\$200,766.00	\$5,300.00	\$35,431.00	\$170,635.00	\$0.00	\$0.00	\$206,066.00	
3	3.3	Home Connection & Community Knowledge	All	No			All Schools	2024-2027	\$225,101.00	\$165,564.00	\$384,601.00	\$6,064.00	\$0.00	\$0.00	\$390,665.00	
3	3.4	Partnership between Administration and Labor (PAL)	All	No			All Schools	2024-2027	\$30,000.00	\$11,220.00	\$41,220.00	\$0.00	\$0.00	\$0.00	\$41,220.00	
3	3.5	Internal & External Partnerships	All	No			All Schools	2024-2027	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$72,929,301	\$10,267,750	14.079%	0.000%	14.079%	\$11,061,538.00	0.000%	15.167 %	Total:	\$11,061,538.00
								LEA-wide Total:	\$7,492,606.00
								Limited Total:	\$68,784.00
								Schoolwide Total:	\$3,500,148.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Extended School Day (Above state minimum instructional minutes)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400,002.00	
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Circle View, College View, Golden View, Harbour View, Hope View, Lake View, Oak View, Star View, Village View, and Westmont. K through 3rd grade	\$3,500,148.00	
2	2.3	Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,779,059.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Integrated Social-Emotional, Attendance, and Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$547,512.00	
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$754,533.00	
2	2.6	English Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: English learners at Hope View scored Red in Chronic Absenteeism (30.3%), English learners at Golden View scored Red in ELA (82.9 points below standard), College View who scored Red (28.1% making progress towards English language proficiency) and Oak View who scored Red (42.6% making progress towards English language proficiency).	\$35,000.00	
2	2.7	Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$33,784.00	
2	2.8	Services for Low Income/Homeless	Yes	LEA-wide	Low Income	Specific Schools: The Homeless student group at Westmont scored Red in Chronic Absenteeism (25.5%). TK-5th	\$11,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$63,444,473.00	\$61,653,635.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attract, Hire, and Retain Highly Effective Staff	No	\$48,660,550.00	\$46,821,093.00
1	1.2	Standards-Based Instructional Materials, Locally-Identified Assessments, and Professional Development	No	\$57,443.00	\$172,433.00
1	1.3	Comprehensive Middle School Program	No	\$714,099.00	\$712,026.00
1	1.4	Leadership Development	No	\$96,251.00	\$32,278.00
1	1.5	Innovative Schools & Program	No	\$1,034,120.00	\$1,176,788.00
1	1.6	Well-Rounded Educational Experiences	No	\$762,755.00	\$770,226.00
1	1.7	Gifted and Talented Education (GATE) Programs	No	\$124,981.00	\$123,886.00
2	2.1	Extended School Day (Above state minimum instructional minutes)	Yes	\$2,400,002.00	\$2,400,002.00
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	\$3,500,148.00	\$3,500,148.00
2	2.3	Academic Supports (Professional Development)	Yes	\$3,779,059.00	\$3,779,059.00
2	2.4	Social-Emotional Supports	Yes	\$523,083.00	\$541,704.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	\$657,164.00	\$679,091.00
2	2.6	Provide Services for English Learners	Yes	\$35,000.00	\$6,262.00
2	2.7	Services for Foster Youth	Yes	\$16,500.00	\$11,307.00
2	2.8	Services for Low Income/Homeless	Yes	\$11,500.00	\$11,500.00
3	3.1	Safety Procedures	No	\$620,968.00	\$618,496.00
3	3.2	Supportive School Climate	No	\$35,431.00	\$19,987.00
3	3.3	Home Connection & Community Knowledge	No	\$384,419.00	\$259,194.00
3	3.4	Partnership between Administration and Labor (PAL)	No	\$10,000.00	\$13,642.00
3	3.5	Internal & External Partnerships	No	\$5,000.00	\$4,513.00
3	3.6	Proactively Support Student Behaviors	No	\$16,000.00	\$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$10,066,860.00	\$10,922,456.00	\$10,929,073.00	(\$6,617.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Extended School Day (Above state minimum instructional minutes)	Yes	\$2,400,002.00	\$2,400,002.00		
2	2.2	Early Intervention, Prevention & English Language Acquisition Programs	Yes	\$3,500,148.00	\$3,500,148.00		
2	2.3	Academic Supports (Professional Development)	Yes	\$3,779,059.00	\$3,779,059		
2	2.4	Social-Emotional Supports	Yes	\$523,083.00	\$541,704.00		
2	2.5	Parent Education & Regular School-to-Home Communication	Yes	\$657,164.00	\$679,091.00		
2	2.6	Provide Services for English Learners	Yes	\$35,000.00	\$6,262.00		
2	2.7	Services for Foster Youth	Yes	\$16,500.00	\$11,307		
2	2.8	Services for Low Income/Homeless	Yes	\$11,500.00	\$11,500.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$70,758,516.00	\$10,066,860.00	0.000%	14.227%	\$10,929,073.00	0.000%	15.446%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024