

LCFF Budget Overview for Parents

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

CDS Code: 56-72512-0000000

School Year: 2026-27

LEA contact information:

Kelly Castillo

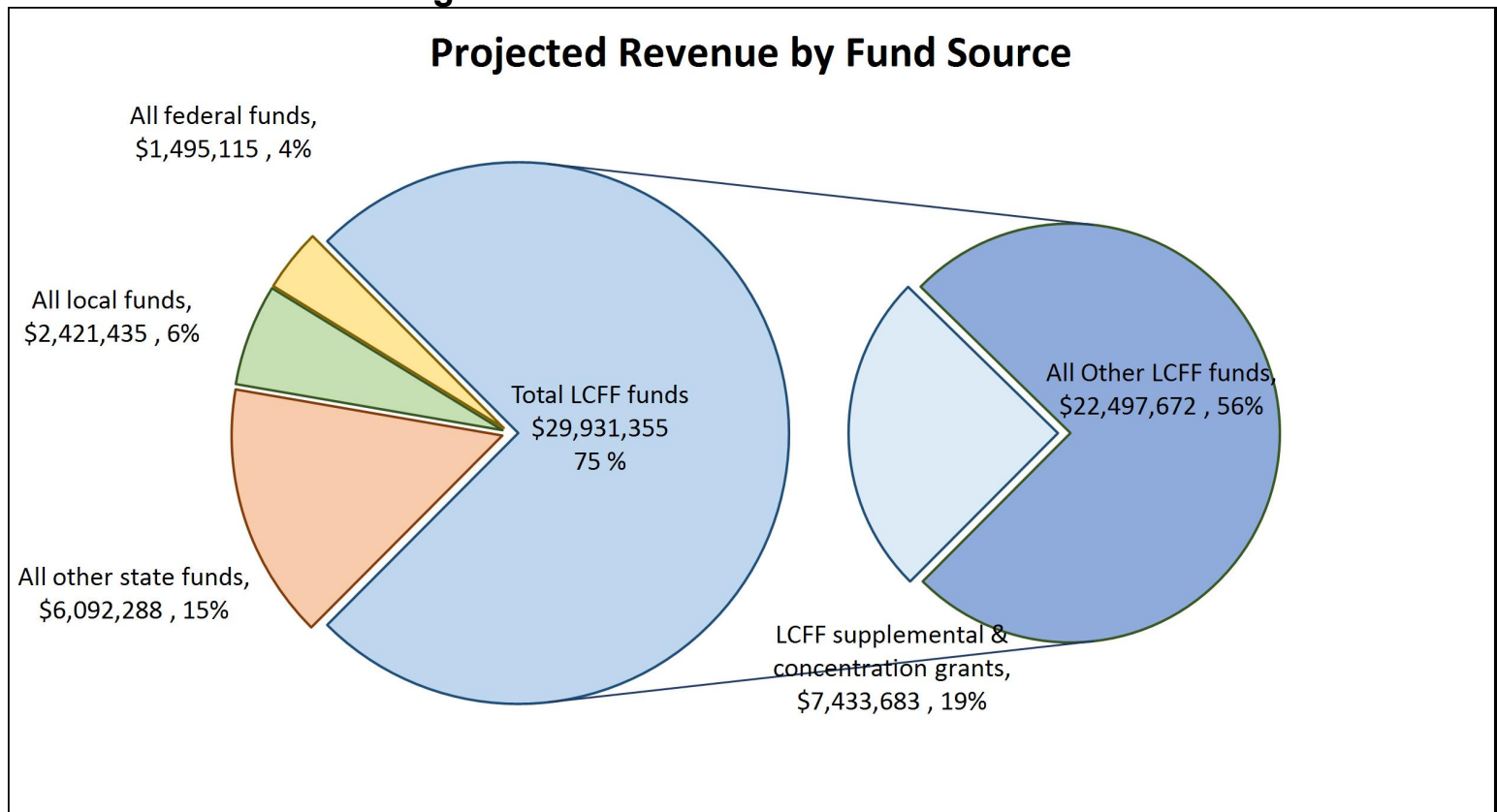
Superintendent

kcastillo@oceanviewsd.org

(805) 488-4441

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

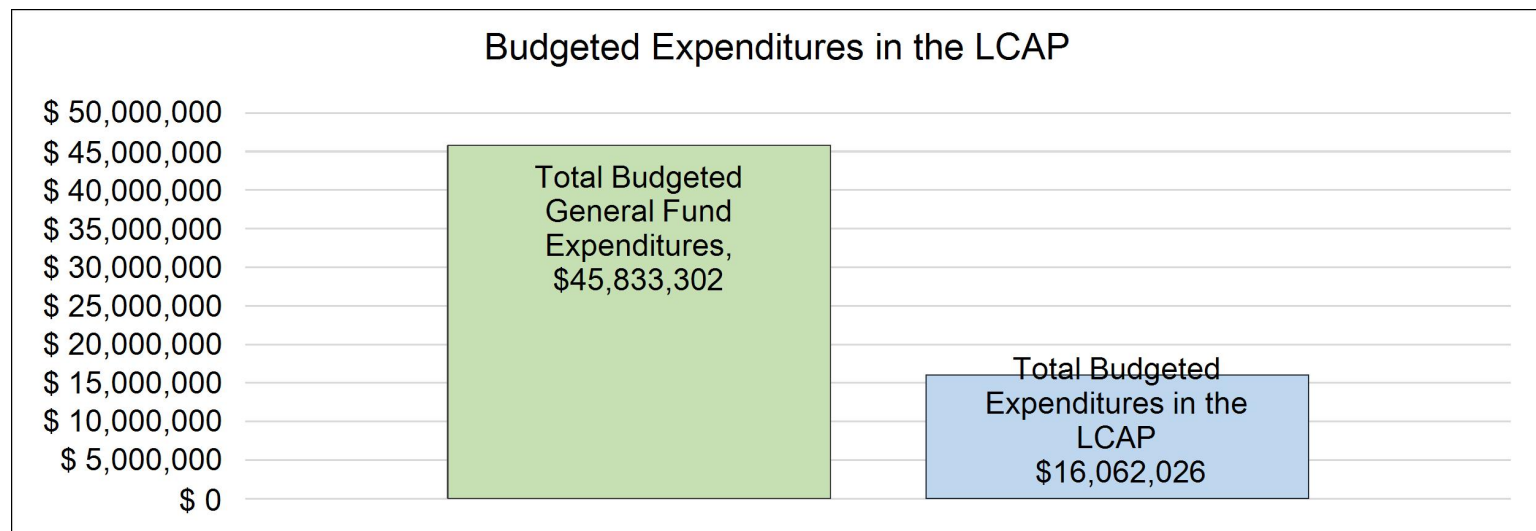


This chart shows the total general purpose revenue Ocean View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ocean View School District is \$39,940,193, of which \$29931355 is Local Control Funding Formula (LCFF), \$6092288 is other state funds, \$2421435 is local funds, and \$1495115 is federal funds. Of the \$29931355 in LCFF Funds, \$7433683 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 \$45,833,302 for the 2026-27 school year. Of that amount, \$16,062,026 is tied to actions/services in the LCAP and \$29,771,276 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These expenses pay for classroom teachers, instructional assistants, administration, duty assistants, custodians, librarians, site and district office support staff, nurses and psychologists. The remainder of the General Fund budget is expended on items such as electricity, supplies for classrooms and schools, books, maintenance and repair of facilities and equipment, insurance safety, equipment, office equipment and supplies.

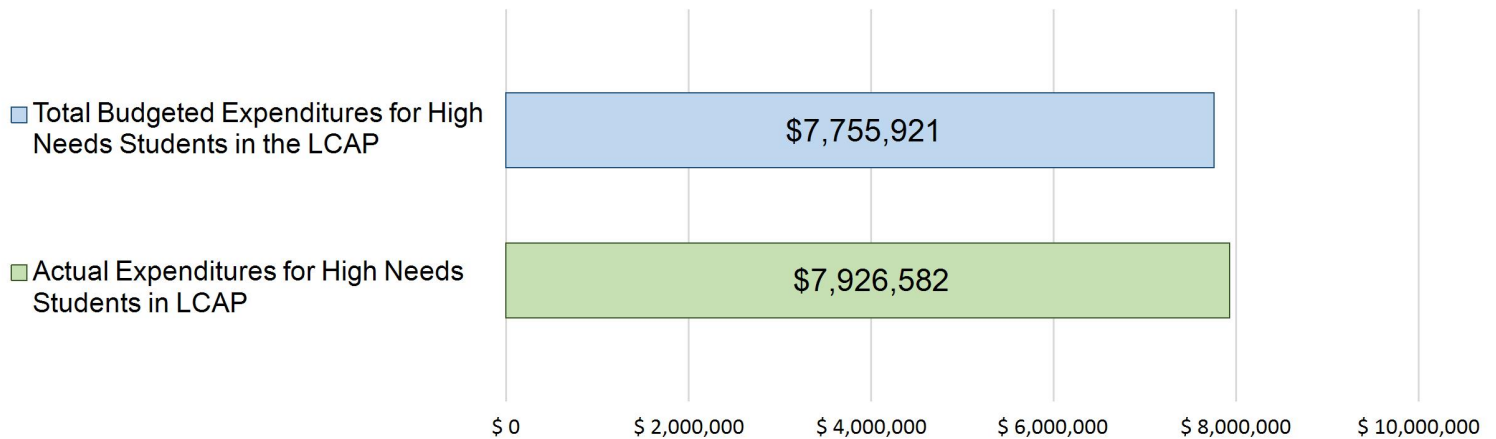
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ocean View School District is projecting it will receive \$743,368 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 \$879,962 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 \$7755921 for planned actions to increase or improve services for high needs students. Ocean View School District actually spent \$7926582 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	Kelly Castillo Superintendent	kcastillo@oceanviewsd.org (805) 488-4441

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.

Ocean View School District serves the southeastern portion of Oxnard to the Naval Base Ventura County- Point Mugu, and unincorporated Ventura County from the Los Angeles County line to Port Hueneme. The district, covering 80 square miles, includes three elementary schools, one junior high school, and one early education school. It is located along the coast in an area that is primarily agricultural and somewhat isolated. The district serves approximately 1950 students. The district's unduplicated count for LCFF is 81%. (English Learners and low-income) which is why the district principally directs services toward English Learners and students from low-income families. 49% of students are English Learners, and 72% are low-income. Additionally, .03% are identified as Homeless, a 3.6% decrease since last school year. The district's students with disabilities have risen steadily to the current 14%. The student Race/Ethnicity makeup is largely unchanged, with 87% of students Hispanic and 6% White, with the remaining 7% comprised of African American, Filipino, and other. The majority of our students are Multilingual students, which is a huge asset to the district and represented via a robust dual language program. The district has also significantly increased the reclassification of English Learners to Fluent English Proficient in the past 7 years, reducing from a high of nearly 70% English Learners to a current number of approximately 49% ELs in the district. In order to support emerging bilingual students (English Learners), our focus is to provide them with cognitively challenging learning experiences that develop high levels of English proficiency, integrate language development and content, and provide access through native language instruction and scaffolding for comprehension and participation. Students have meaningful access to a full standards-based and relevant curriculum, and we offer all students the opportunity to develop proficiency in two languages. OVSD has fully implemented the 2-year Kindergarten program, offering TK to all 4-year-olds in the district. Additionally, OVSD provides early education services to approximately 100 preschool-age students, including an SDC preschool classroom, which opened at the district preschool in the 2022-2023 school year. These programs are funded by a variety of grants and other restricted fund sources. Clinicas de Camino Real partners with the district to provide a full-service health clinic on district

property adjacent to Ocean View Junior High and Ocean View Early Education School. The attendance area for OVSD includes Naval Base Ventura County- Pt. Mugu and those students mainly attend Laguna Vista Elementary School and Ocean View Junior High. Ocean View School District serves its students through a variety of programs and services. Each school has an afterschool program and extensive opportunities for supplemental enrichment, recreation, and academic instruction through our Expanded Learning Opportunities Program. The district offers a robust Dual Language program following the 80/20 model, which is offered from Transitional Kindergarten through eighth grade. All sites have at least one full-time counselor. All OVSD programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. We value and work to build strong family and school partnerships through the implementation of Leader in Me. The district is committed to its core values and mission statements. These documents are the foundations of the Inclusive vision of the district and the importance of recognizing the inherent worth and dignity of every student, parent, family, and employee in the Ocean View School District.

The district perceives the core values represent the "Why" of what we do, the district mission represents the "What" of our work, and the LCAP becomes the descriptive "How" document.

MISSION STATEMENT

Ocean View School District ensures that all students achieve academic success and are prepared to live and learn in a rapidly changing world by providing rigorous and relevant learning experiences and empowering families and staff to work together. OCEAN VIEW SCHOOL DISTRICT CORE VALUES The Ocean View School District Governing Board, in conjunction with community representatives, parent leaders, faculty, and staff, developed core values listed below to help guide policy development and decision-making throughout the District.

CORE VALUES

Learning

- * We believe that each student can achieve academic success and become a life-long learner.
- * We believe in providing educational equity through engaging, rigorous, and relevant Common Core State Standards instruction that meets the unique social, emotional, and linguistic needs of each student.

Culture and Environment

- * We believe in promoting and preserving our district-wide family atmosphere of caring and trust among students, families and staff.
- * We believe in embracing and honoring the diversity of backgrounds and assets our students, families and staff bring to the district.
- * We believe in the importance of working together toward common goals with a sense of teamwork and mutual respect.
- * We believe that each employee is important and contributes to the life-long success of our students.
- * We believe in using eco-friendly materials and practices to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning.
- * We believe in educating students to live an ecologically responsible life and to be good stewards of natural resources.
- * We believe in developing the health and wellness of students, families, and staff.

Parents and Community

- * We believe in parents and community involvement by empowering all to be partners in our schools.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data reveals a mix of successes and challenges, informing the district's approach for the 2026-27 school year.

Goal 1: ACADEMICS

English Language Arts (ELA) Performance

State Assessment Data: 2025 California School Dashboard

Overall, district-wide English Language Arts performance demonstrated significant improvement, with the Distance from Standard (DFS) improving from -59.2 to -52.4. Three of the four school sites showed positive growth. Laguna Vista Elementary exhibited substantial gains with a 27.1-point improvement, followed by Mar Vista with a 12.4-point increase and Ocean View Junior High with a 5.2-point gain. In contrast, Tierra Vista experienced a slight decline of 2 points.

Student subgroup outcomes reflected similar trends. English Learner performance improved by 6.3 points, and socioeconomically disadvantaged students showed a 5-point gain. Students experiencing homelessness demonstrated notable growth with a significant increase of 31.3 points. However, students with disabilities experienced a modest decline of 3.6 points, indicating an area for continued instructional focus and support.

At the school level, performance trends were mixed, with most sites demonstrating growth while one site experienced a slight decline, reinforcing the need for consistent implementation of effective instructional strategies across all sites.

Local assessment data: STAR Assessment 2026 Spring Benchmark

Local benchmark data provide a more nuanced perspective, with mixed results across school sites. English Reading proficiency increased at Laguna Vista and Ocean View Junior High, remained stable at Tierra Vista, and declined slightly at Mar Vista. Growth data also varied across sites, indicating a continued need to strengthen early literacy instruction and ensure consistent implementation of effective reading strategies.

Mathematics Performance

State Assessment Data: 2025 California School Dashboard

Mathematics results also reflected overall growth, with the district's Distance from Standard (DFS) improving by 5 points, from -80.9 to -75.9. School site performance followed a pattern similar to English Language Arts outcomes. Laguna Vista showed the largest improvement with a 12.2-point gain, followed by Mar Vista with an 11.4-point increase and Ocean View Junior High with a 6.8-point improvement. In contrast, Tierra Vista experienced a decline of 6.6 points.

Student subgroup outcomes in mathematics were mixed. English Learners demonstrated a 4.4-point increase, socioeconomically disadvantaged students improved by 2.5 points, and students experiencing homelessness showed a notable gain of 4.7 points. However,

students with disabilities saw a decline of 5.9 points, indicating a continued need for targeted instructional supports and differentiated practices.

Local assessment data: STAR Assessment 2026 Spring Benchmark

Local assessment data reflect similar trends, with increases in proficiency at some sites, stability at others, and slight declines at select schools. These results reinforce the need to strengthen core instruction, deepen implementation of the California Mathematics Framework, and ensure consistent use of data to inform targeted interventions across all sites.

English Learner Progress

State Assessment Data: 2025 California School Dashboard

At the district level, English Learner Progress declined by 3.7%; however, reclassification rates improved significantly from 12.65% to 24.7%, indicating that targeted supports for English Learners are yielding positive long-term outcomes.

These results suggest that while language acquisition systems are effective in supporting reclassification, additional focus is needed to accelerate progress toward English language proficiency and academic achievement for English Learners and Long-Term English Learners.

Key Takeaways and Next Steps

Overall, district-wide results indicate positive academic momentum in both English Language Arts and Mathematics, with most school sites demonstrating growth. Student subgroup outcomes were largely positive, particularly for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, reflecting the impact of targeted interventions and support systems. However, declines among students with disabilities and uneven English Learner Progress across sites highlight areas requiring continued attention and refinement.

Next steps will focus on scaling effective instructional practices across school sites, continuing refinement of the MTSS framework with a strong emphasis on targeted interventions, and strengthening instructional coaching to support inclusive practices and special education. The district will also prioritize the implementation of a new mathematics curriculum in the 2026–27 school year aligned to the California Mathematics Framework, with a focus on building teacher capacity, ensuring coherence in instructional practices, and improving student outcomes in mathematics.

Goal 2: Leadership

Over the past year, the district has maintained strong implementation of family engagement and shared leadership systems, as reflected in Full Implementation ratings on the 2026 local indicators and stable 2026 MRA results.

The continued implementation of Leader in Me (Action 2.1) has supported the development of leadership skills among students, staff, and families, contributing to a positive school culture and increased opportunities for student voice.

Family engagement systems remain strong, with active participation in advisory committees and consistent opportunities for input in district decision-making. While the Spring 2026 MRA data shows a slight decrease of 1% in Family Engagement and a small increase of 0.5% in School and Family Partnerships, overall engagement remains stable and effective.

The district will continue to build on these systems by expanding opportunities for participation and strengthening engagement strategies to increase involvement across all educational partner groups.

Goal 3: Culture

State Student Engagement Data: 2025 California School Dashboard

Chronic absenteeism increased to 25% at the district level, with continued disparities among student groups, including Socioeconomically Disadvantaged students and Students with Disabilities.

Average Daily Attendance remained relatively stable, reflecting consistent implementation of attendance monitoring systems. However, the increase in chronic absenteeism indicates that additional targeted interventions are necessary to address attendance challenges and close equity gaps.

While attendance monitoring, social-emotional supports, and enrichment programs have been effective in supporting student engagement, challenges remain in reducing absenteeism for specific student groups. Additionally, suspension rates increased for some groups, including Students with Disabilities and students identifying as Two or More Races, indicating a need for more consistent implementation of inclusive and restorative practices.

Moving forward, the district will continue to strengthen inclusive practices, expand family outreach, and provide targeted supports to improve attendance, reduce disciplinary disparities, and ensure all students feel connected and supported within the school community.

Schools within OVSD performing in the lowest performance level on one or more state indicators on the 2025 Dashboard:

Laguna Vista for Chronic Absenteeism overall and for English Learners and Students with Disabilities; Suspension for Students with Disabilities, Socioeconomically Disadvantaged Students, and White Students

Mar Vista for Pupil Achievement in English Learner Progress

Ocean View Junior High for Pupil Achievement in ELA for Long-Term English Learners and Students with Disabilities; Pupil Achievement in Math for Socioeconomically Disadvantaged Students and Students with Disabilities; Chronic Absenteeism for Students with Disabilities

Tierra Vista for Pupil Achievement in ELA for English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students; Pupil Achievement in English Learner Progress; Chronic Absenteeism Overall and for Hispanic Students, Socioeconomically Disadvantaged Students, and Students with Disabilities

Student groups within the LEA performing in the lowest performance level on one or more state indicators on the 2025 Dashboard:

Students with Disabilities: Pupil Achievement ELA & Math, Suspension

Socioeconomically Disadvantaged: Chronic Absenteeism

Long-Term English Learners: Pupil Achievement ELA

African American: Chronic Absenteeism

Two or More Races: Chronic Absenteeism, Suspension

Schools within OVSD performing in the lowest performance level on one or more state indicators on the 2024 Dashboard:

Laguna Vista for Pupil Achievement in ELA for English Learners, Hispanic, and Socioeconomically Disadvantaged; Pupil Achievement in English Learner Progress

Ocean View Junior High for Pupil Achievement in ELA for English Learners; Pupil Achievement in Mathematics for English Learners and Hispanic

Tierra Vista for Pupil Achievement in ELA for Hispanic and Socioeconomically Disadvantaged;

Student groups within the LEA performing in the lowest performance level on one or more state indicators on the 2024 Dashboard:

English Learners: Pupil Achievement in ELA

Homeless: Pupil Achievement in Math

Schools within OVSD performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Laguna Vista for Pupil Achievement for ELA English Learners and Hispanics in ELA; Pupil Engagement of Chronic Absenteeism for All Students, Students With Disabilities, and White

Mar Vista for Pupil Engagement of Chronic Absenteeism for All Students, English Learners, Socioeconomically Disadvantaged, Students With Disabilities, Hispanic

Tierra Vista for Pupil Achievement for ELA for All students, English Learners, Socioeconomically Disadvantaged, Hispanic; Pupil Engagement for Chronic Absenteeism for Socioeconomically Disadvantaged, Students With Disabilities

Ocean View Junior High School for Pupil Achievement for ELA English Learners, Students with Disabilities for Math for Students With Disabilities, for Pupil Engagement for Chronic Absenteeism for All students, English Learners, Socioeconomically Disadvantaged, Students With Disabilities, Hispanic

Student groups within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard

All Students: Pupil Engagement of Chronic Absenteeism

English Learners: Pupil Achievement of ELA and Math

Homeless Youth: School Climate of Suspension Rate

Socioeconomically Disadvantaged: Pupil Engagement of Chronic Absenteeism

Students with Disabilities: Pupil Achievement of ELA and Math and Pupil Engagement of Chronic Absenteeism

Filipino: Pupil Engagement of Chronic Absenteeism

White: Pupil Engagement of Chronic Absenteeism

Two or More Races: Pupil Engagement of Chronic Absenteeism

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the COVID-19 pandemic to support local educational agencies in addressing the long-term impacts on student learning, mental health, and overall well-being. The grant provides one-time funding through the 2027–28 school year to support evidence-based learning recovery initiatives and student support services.

Although OVSD fully expended its original LREBG allocation, the additional apportionment of \$194,617.00 received in October 2025 has not yet been utilized. Based on data analysis and feedback from educational partners, OVSD will allocate the latest Learning Recovery Emergency Block Grant (LREBG) apportionment to support Goal 1: Academics, specifically Action 1.9: Literacy Development. LREBG funds will be used to fund Early Literacy Resource Teachers focused on providing literacy support and targeted intervention for students in grades K–3. The goal of this investment is to increase early literacy achievement and reduce the number of students who are not yet reading proficiently by the end of third grade.

This action was selected based on identified areas of need through district data analysis, including local reading assessment data and student performance trends demonstrating ongoing literacy gaps in the primary grades. Educational partner feedback also emphasized the importance of strengthening foundational literacy skills and providing early intervention supports to improve long-term academic outcomes for students.

The action aligns with the allowable uses of LREBG funds identified in EC Section 32526(c)(2), including addressing learning recovery through evidence-based literacy intervention and academic support services designed to mitigate the long-term impacts of disrupted learning opportunities. This investment is expected to address identified student needs by increasing targeted literacy intervention, strengthening early reading instruction, and providing additional support for students performing below grade-level expectations in reading.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard data, Ocean View School District (OVSD) is eligible for Differentiated Assistance due to the performance of Students with Disabilities in English Language Arts (ELA), Mathematics, and Suspension, and students identified as Two or More Races in Suspension and Chronic Absenteeism. OVSD will collaborate with the Ventura County Office of Education (VCOE) to identify root causes, address barriers, and develop and implement improvement plans to support these student groups. This collaboration will provide targeted technical assistance and support the district's commitment to continuous improvement and equitable student outcomes.

The district was identified for Differentiated Assistance in Priority 4 based on the performance of Students with Disabilities on the California School Dashboard. Students with Disabilities demonstrated the lowest performance level (Red) in both ELA and Mathematics, including declines in Distance from Standard in both content areas. Through the Differentiated Assistance process, the district conducted a deeper analysis of instructional practices, data systems, and support structures to better understand contributing factors. This analysis identified the need to strengthen differentiated instruction, improve alignment between general education and special education, and increase consistency in the implementation of evidence-based instructional strategies, including Universal Design for Learning (UDL).

In response, the district is prioritizing targeted actions to improve outcomes for Students with Disabilities. These actions include expanding instructional coaching through TOSAs, increasing professional development focused on differentiation and inclusive practices, strengthening MTSS implementation, and improving the design and delivery of individualized supports. Additionally, the district is collaborating with SELPA and instructional partners to build staff capacity and ensure more consistent implementation across all school sites. The district will continue providing additional learning time and consistently using data to drive instruction, monitor progress, and guide decision-making to sustain growth and address persistent gaps in student performance.

The district was also identified for Differentiated Assistance in Priority 5 and Priority 6 based on student group performance in Suspension and Chronic Absenteeism. Students with Disabilities demonstrated the lowest performance levels in suspension rates, while students identified as Two or More Races demonstrated the lowest performance levels in both suspension and chronic absenteeism. Through the Differentiated Assistance process, the district conducted a comprehensive analysis of student engagement, attendance, and discipline data. This analysis identified the need to strengthen inclusive practices, improve consistency in behavioral supports, and increase staff capacity to effectively engage and support diverse student groups.

In response, the district is implementing targeted actions to address these disparities, including expanded professional learning and coaching in UDL, strengthened social-emotional and behavioral supports, and more consistent restorative and inclusive practices across all school sites. The district is also increasing targeted outreach and engagement strategies to improve attendance and strengthen connections with families, particularly for identified student groups. Additionally, OVSD has prioritized inclusive practices to ensure all students experience a sense of belonging and are supported in positive and affirming learning environments. This work will continue to guide district efforts to reduce disparities in discipline and attendance while improving overall student engagement and school climate 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.

None

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
Certificated Employees	Surveys and meetings were utilized to gather input for the LCAP. Collaborative meetings followed the established process of using data to identify needs and develop responsive actions. This process included a review of student performance data, analysis of areas of strength and growth, identification of barriers impacting student success, and discussion of proposed updates to actions and services. Input from certificated employees was collected through the Measurable Results Assessment (MRA) LCAP Survey, available from February 9 through March 13, 2026; District Leadership Advisory Committee meetings held on February 3, 2026 and March 3, 2026; and a meeting with Collective Bargaining Representatives on May 14, 2026. Feedback from these engagement opportunities informed the district's continuous improvement efforts and the development of the LCAP.
Classified Employees	Classified employees engaged as educational partners by providing input on the LCAP through multiple opportunities. All classified staff were invited and provided time to complete the Measurable Results Assessment LCAP Survey, which was open from February 9 through March 13, 2026. Additionally, input was gathered during the meeting with Collective Bargaining Representatives on May 15, 2026, ensuring that classified voices were represented in shaping district goals and priorities.
District Leadership Team (Principals, Classified Management, District Administrators)	Multiple surveys and collaborative meetings were used to gather meaningful input from educational partners. These sessions followed

Educational Partner(s)	Process for Engagement
	a structured process of using data to identify needs and develop targeted responses. Participants reviewed student data, discussed areas of progress and challenges, identified barriers to success, and proposed new actions to support improvement. Key opportunities for input included the Measurable Results Assessment LCAP Survey, available from February 9 through March 13, 2026; Administrative Meetings held on February 11, March 11, April 22, and May 14, 2026; and Leadership Collaborative Team Meetings on January 21, February 25, March 25, and May 27, 2026.
Parents/ Caregivers	Throughout the year, multiple meetings were held to gather input from educational partners and inform decision-making for the LCAP. These collaborative sessions followed a structured, data-driven process to identify needs and determine appropriate actions. Participants reviewed student performance data, examined areas of strength and growth, identified potential barriers, and generated ideas for new or revised strategies. Key engagement opportunities included the Measurable Results Assessment (MRA) LCAP Survey, open from February 9 through March 13, 2026; the LCAP Meeting held on February 24, 2026; and ongoing input collected through School Site Council and PTC meetings at school sites from October 2025 through May 2026.
Students	Students were provided with multiple opportunities to share input on the development of the LCAP. All students in grades 4–8 were invited to complete the Measurable Results Assessment (MRA) LCAP Survey, and dedicated classroom time was provided to ensure broad participation. In addition, student leadership representatives met on February 20, 2026, to offer feedback on key LCAP actions and outcomes. During this meeting, students reviewed relevant performance data, discussed areas of strength and growth, identified barriers affecting student success, and provided input on proposed updates to actions and services.
SELPA Consultation	The district consulted with SELPA regarding student performance and growth, shifts in programs, and new planned actions to improve outcomes for Students With Disabilities on December 8, 2025 and February 11, 2026.
Tribal Consultation	Although the district does not meet the threshold of 10 or more Native American students requiring formal tribal consultation, the district

Educational Partner(s)	Process for Engagement
	continues to collaborate with the Ventura County Indian Education Consortium to support the needs of all identified students. The district met with the consortium on May 12, and the consortium continues to provide tribal consultation and share feedback with the district throughout the year regarding student needs, engagement, and culturally responsive practices.
Public Hearing	A public hearing was held on June 9, 2026. There were no public comments and no questions. No questions were submitted in writing, therefore the superintendent did not provide any written response.
Public Adoption	The LCAP was adopted by the governing board on June 23, 2026.

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

The development of the adopted LCAP was strongly influenced by input from educational partners across multiple groups, including parents, staff, students, and community members.

ACADEMICS (GOAL 1)

Across these groups, there was a consistent and clear emphasis on strengthening academic supports to improve outcomes for all students, with particular attention to historically underserved student groups.

Educational partners overwhelmingly identified the need for increased support in the following key areas: Special Education, English Learner services, early literacy, mathematics instruction, and targeted intervention. Feedback highlighted the importance of ensuring that all students, particularly Students with Disabilities and English Learners, have access to high-quality, grade-level instruction supported by effective differentiation and specialized supports.

In response to this input, the district prioritized several key actions within Goal 1. These include expanding coaching and professional development focused on special education and inclusive practices, increasing support for English Learners through designated and integrated ELD strategies, and adding targeted early literacy supports to strengthen foundational reading skills. Additionally, educational partner feedback directly influenced the district's decision to adopt and implement a new mathematics curriculum aligned to the California Mathematics Framework in the 2026–27 school year, with an emphasis on improving instructional coherence and student engagement in mathematics.

Educational partners also emphasized the need for more consistent and effective intervention systems. As a result, the district is strengthening its Multi-Tiered System of Supports (MTSS), increasing access to targeted interventions, and ensuring that data is used consistently to identify and respond to student needs.

LEADERSHIP (GOAL 2)

Across educational partner groups, there was strong support for continuing to build a culture of shared leadership and maintaining structures that promote meaningful engagement and collaboration.

Educational partners communicated the importance of continuing the implementation of the Leader in Me program as a foundational strategy for developing leadership skills among students, staff, and families. Feedback highlighted the positive impact of the program in promoting student voice, strengthening school culture, and fostering a sense of ownership and responsibility across school communities.

In addition, educational partners emphasized the need to continue building capacity for shared leadership through established structures such as district advisory committees. This includes continued support and expansion of student leadership opportunities, as well as strengthening engagement through parent/community and staff advisory groups. Stakeholders identified these committees as critical avenues for providing input, participating in decision-making, and ensuring diverse perspectives are represented in district planning.

In response to this feedback, the district will continue to implement and strengthen Leader in Me across all sites and maintain a focus on expanding leadership opportunities for all educational partners. The district will also continue to support and refine district advisory committees to ensure meaningful participation from students, families, and staff, and to strengthen systems of shared leadership across the district.

CULTURE (GOAL 3)

Across educational partner groups, there was a clear and consistent emphasis on maintaining and strengthening programs and supports that contribute to a positive, inclusive, and engaging school culture.

Educational partners highlighted the importance of continuing enrichment and recreation programs, including Expanded Learning Opportunities, as these programs provide students with meaningful opportunities for engagement, connection, and extended learning beyond the school day. Feedback emphasized the positive impact of these programs on student well-being, school connectedness, and overall engagement.

In addition, educational partners communicated the need to sustain and strengthen attendance supports and counseling services. Stakeholders identified the importance of proactive attendance monitoring, family outreach, and social-emotional supports to address barriers to consistent attendance and improve student engagement. Counseling services were also identified as critical in supporting students' social-emotional needs and overall well-being.

Educational partners further emphasized the need for continued focus on student behavior supports. Feedback highlighted the importance of implementing consistent, inclusive, and restorative practices to support positive student behavior and reduce disciplinary disparities among student groups.

In response to this input, the district will continue to invest in enrichment and recreation programs, strengthen attendance monitoring and intervention systems, and expand counseling and social-emotional supports. The district will also continue to refine and implement behavior supports with a focus on inclusive and restorative practices to ensure all students feel safe, supported, and connected to their school community.

Overall, the adopted LCAP reflects a strong alignment between educational partner input and district priorities, with a focused investment in coaching, instructional supports, and systems designed to improve academic outcomes and ensure equitable access to learning for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: ACADEMICS: Rigorous and Relevant GRADE LEVEL instruction for every student every day, supported by a Multi-Tiered System of Support to ensure progress toward the mastery of standards for all students and the achievement of the targeted growth measures.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This inclusive goal was developed in response to a continued need for increased academic learning outcomes for students in the Ocean View School District. The goal also reflects the analysis of continued and steady progress for students over the past five years and the importance of continuing the district focus and resource allocation to support ALL students in receiving grade-level academic instruction in an inclusive environment focused on students' assets and assuming competency of every student served in the Ocean View School District. This goal is to support every student in the Ocean View School District and was identified as a priority by every educational partner. As metric identifiers of 1.2 and 1.3 demonstrate below, this goal is imperative in addressing the low academic performance of All students, English Learners, Socio-Economically Disadvantaged Students, Homeless Students, and Foster Youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4: English Learner Progress Indicator	Source: 2023 CA Dashboard English Learners (EL) making progress toward English Language proficiency	Source: 2024 CA Dashboard English Learners (EL) making progress toward English Language proficiency	Source: 2025 CA Dashboard English Learners (EL) making progress toward English Language proficiency	Source: 2026 CA Dashboard English Learners (EL) making progress toward English Language proficiency	EL progress declined by 12% The 2025 dashboard is the first year of reporting LTEL data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DISTRICT: 51.9%	DISTRICT: 48.2%	DISTRICT: 39.9% Long Term English Learners (LTEL) making progress toward English Language Proficiency DISTRICT: 59.5%	DISTRICT: 60%	
1.2	Priority 4: English Language Arts (Academic Indicator)	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -56.8 EL: -75.2 SED: -103.5 HOM: -103.5 FY: NA SWD: -124.2 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District EL: -75.2	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -59.2 EL: -76.4 SED: -64.8 HOM: -96.4 FY: NA SWD: -119.6 LTEL: -83.5 Lowest performance (red indicator) on the Dashboard -	Source: 2025 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -52.4 EL: -70.1 SED: -59.8 HOM: -65.1 FY: NA SWD: -123.2 LTEL: -83.7 Lowest performance (red indicator) on the Dashboard -	Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: -49 EL: -68 SED: -94 HOM: -94 FY: NA SWD: -117 LTEL: -76 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)	Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District All: Increase of 4.4 EL: Increase of 5.1 SED: Increase of 43.7 HOM: Increase of 38.4 FY: NA SWD: Increase of 1 LTEL: Not reported at time of baseline Decline of .2 from 2024 to 2025 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -124.2 School(s): Laguna Vista ES EL: -90 HI: -73.5 Tierra Vista ES ALL: -70.5 EL: -89.7 SED: -79.9 HI: -75.2 Ocean View JH EL: -70.8 SWD: -147.9	Distance from Standard (DFS) District EL: -76.4 SWD: -119.6 (orange indicator) School(s): Laguna Vista ES EL: -97.1 HI: -79.3 SED: -71.4 Tierra Vista ES ALL: -67.3 (yellow indicator) EL: -82.9 (orange indicator) SED: -77.5 HI: -72.8 Ocean View JH EL: -73.7 SWD: -140.1 (orange indicator)	Distance from Standard (DFS) District SWD: -123.2 LTEL: -83.7 School(s): Tierra Vista ES EL: -87.3 SED: -83.2 HI: -73.8 Ocean View JH LTEL: -83.7 SWD: -142.5	District EL: -68 SWD: -117 School(s): Laguna Vista ES EL: -83 HI: -66 Tierra Vista ES ALL: -63 EL: -82 SED: -70 HI: -68 Ocean View JH EL: -63 SWD: -140	Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District LTEL: Decline of .2 SWD: Decline of 3.6 School(s): Tierra Vista ES EL: Decline of 4.4 SED: Decline of 5.8 HI: Decline of 1 Ocean View JH LTEL: Decline of .2 SWD: Decline of 2.4
1.3	Priority 4: Math Academic Indicator	Source: 2023 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)	Source: 2024 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)	Source: 2025 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)	Source: 2026 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)	Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District All: Increase of 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District All: -83.9 EL: -101.3 FY: NA HOM: -102.6 SED: -93 SWD: -147.2 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District EL: -101.3 SWD: -147.2 School(s): Ocean View JH SWD: -192.1	District All: -80.9 EL: -95.9 FY: NA HOM: -117.5 SED: -87.7 SWD: -140.9 LTEL: -132.3 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District HOM: -117.5 EL: -95.9 (orange indicator) SWD: -140.9 (orange indicator) School(s): Ocean View JH All: -101 EL: -118.5 HI: -105.8 SWD: -179.3 (orange indicator)	District All: -75.9 EL: -91.5 FY: NA HOM: -112.8 SED: -85.1 SWD: -146.8 LTEL: -124.9 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District SWD: -146.8 School(s): Ocean View JH SED: -103.4 SWD: -181.1	District All: -76 EL: -94 FY: NA HOM: -95 SED: -86 SWD: -140 LTEL: -125 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District HOM: -100 EL: -94 SWD: -140 School(s): Ocean View JH SWD: -185	EL: Increase of 9.8 FY: NA HOM: Decline of 10.2 SED: Increase of 7.9 SWD: Increase of .4 LTEL: Not reported at time of baseline Increase of 7.4 from 2024 to 2025 CA Dashboard Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District SWD: Increase .5 School(s): Ocean View JH SED: No baseline SWD: Increase of 11
1.4	Priority 1A: CALPADS Reporting of Appropriately Assigned Teachers	Source: CALPADS 2023	Source: CALPADS 2024 100% of teachers are appropriately	Source: CALPADS 2025 100% of teachers are appropriately	Source: CALPADS:2026 Maintain 100% of teachers are	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of teachers are appropriately assigned and credentialed.	assigned and credentialed.	assigned and credentialed.	appropriately assigned and credentialed.	
1.5	Priority 1B: Local Indicators Self Reporting of Standards Aligned Materials	Source: Dashboard 2023 100% of students have access to standards aligned materials.	Source: Dashboard 2024 100% of students have access to standards aligned materials.	Source: Dashboard 2025 100% of students have access to standards aligned materials.	Source: Dashboard 2026 Maintain 100% of all students with access to standards aligned materials.	No difference from baseline
1.6	Priority 1C: FIIT Assessment for facility maintenance	Source: FIIT Assessment 2023 All facilities are maintained and reported good repair.	Source: FIIT Assessment 2024 All facilities are maintained and reported good repair.	Source: FIIT Assessment 2025 All facilities are maintained and reported good repair.	Source: FIIT Assessment 2026 Maintain all facilities are maintained and reported in good repair	No difference from baseline
1.7	Priority 2A: Local Indicators Self Reporting of the implementation of state adopted academic content and performance standards	Source Dashboard 2023 Local indicators indicate that CCSS are implemented for all students.	Source Dashboard 2024 Local indicators indicate that CCSS are implemented for all students.	Source Dashboard 2025 Local indicators indicate that CCSS are implemented for all students.	Source: Dashboard 2026 Maintain CCSS implementation for all students	No difference from baseline
1.8	Priority 2B: Local Indicators Self Reporting of the programs and services to support English Learners in accessing CCSS	Source Dashboard 2023 Local indicators indicate that ELD standards and strategies are implemented for all English Learners.	Source Dashboard 2024 Local indicators indicate that ELD standards and strategies are implemented for all English Learners.	Source Dashboard 2025 Local indicators indicate that ELD standards and strategies are implemented for all English Learner	Source Dashboard 2026 Maintain ELD standards and strategies are implemented for all English Learners	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Priority 4: English Learner Reclassification Rate	Source: Ed Data 2023 Reclassification Rate in 2023-2024 School year is 12.65% of Ever-ELs are reclassified students	Source: Local Data Reclassification Rate in 2024-2025 School year is 22.5% of Ever-ELs are reclassified students.	Source: Local Data Reclassification Rate in 2025-2026 School year is 24.7% of Ever-ELs are reclassified students.	Source: Ed Data 2026 Reclassification Rate of 18% of Ever ELs are reclassified student	Improved by 12%
1.10	Priority 7: Local Indicators Self Reporting of course access	Source: Dashboard 2023 Locals indicators indicate that all students have access to rigorous grade level courses and identified English Learners have access to ELD and identified Students with Disabilities have access to special education.	Source: Dashboard 2024 Locals indicators indicate that all students have access to rigorous grade level courses and identified English Learners have access to ELD and identified Students with Disabilities have access to special education.	Source: Dashboard 2025 Locals indicators indicate that all students have access to rigorous grade level courses and identified English Learners have access to ELD and identified Students with Disabilities have access to special education.	Source: Dashboard 2023 Maintain all students have access to rigorous grade level courses and identified English Learners have access to ELD and identified Students with Disabilities have access to special education	No difference from baseline
1.11	Priority 8: Pupil Outcomes	Source: Renaissance STAR Reading & Math Growth Proficiency Report 2024 ENGLISH READING Proficiency: LVS 32% MVS 24% OVJH: 30% TVS: 24%	Source: Renaissance STAR Reading & Math Growth Proficiency Report 2025 ENGLISH READING Proficiency: LVS: 33% MVS: 31% OVJH: 33%	Source: Renaissance STAR Reading & Math Growth Proficiency Report 2026 ENGLISH READING Proficiency: LVS: 34% MVS: 28% OVJH: 35%	Source: Renaissance STAR Reading & Math Growth Proficiency Report 2027 ENGLISH READING Proficiency: LVS 38% MVS 30% OVJH: 36%	The percent of students meeting proficiency standards and the average amount of growth. ENGLISH READING Proficiency: LVS: Increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS 53 MVS 47 OVJH 50 TVS 40 SPANISH READING Proficiency: MVS 39% OVJH: 50% TVS: 38% Growth Median (100-point scale) measuring a combination of performance status and growth change: MVS 50 OVJH 49 TVS 45 MATH Proficiency: LVS 24% MVS 13% OVJH: 13% TVS: 22% Growth Median (100-point scale) measuring a combination of performance status and growth change:	TVS: 24% Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS:48 MVS:54 OVJH:51 TVS:45 SPANISH READING Proficiency: MVS: 44% OVJH: 50% TVS: 48% Growth Median (100-point scale) measuring a combination of performance status and growth change: MVS: 53 OVJH: 53 TVS: 53 MATH Proficiency: LVS: 31% MVS:21% OVJH: 17%	TVS: 24% Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS:55 MVS: 46 OVJH: 50 TVS: 48 SPANISH READING Proficiency: MVS: 42% OVJH: 41% TVS: 45% Growth Median (100-point scale) measuring a combination of performance status and growth change: MVS: 39 OVJH: 36 TVS: 53 MATH Proficiency: LVS: 37% MVS: 20% OVJH: 18%	TVS: 30% Growth Median (100 point scale) measuring a combination of performance status and growth change: LVS 59 MVS 53 OVJH 56 TVS 46 SPANISH READING Proficiency: MVS 45% OVJH: 56% TVS: 44% Growth Median (100 point scale) measuring a combination of performance status and growth change: LVS 47 MVS 57 OVJH 55 TVS 51 MATH Proficiency: LVS 30% MVS 20%	MVS: Increase of 4% OVJH: Increase of 5% TVS: Maintained Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS: Increase of 2 MVS: Decline of 1 OVJH: Maintained TVS: Increase of 8 SPANISH READING Proficiency: MVS: Increase of 3% OVJH: Decline of 9% TVS: Increase of 7% Growth Median (100-point scale) measuring a combination of performance status and growth change: MVS: Decline of 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LVS 53 MVS 46 OVJH 47 TVS 49	TVS: 21% Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS: 50 MVS: 45 OVJH: 44 TVS:41	TVS: 21% Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS: 64 MVS: 48 OVJH: 51 TVS: 46	OVJH: 20% TVS: 28% Growth Median (100 point scale) measuring a combination of performance status and growth change: LVS 59 MVS 52 OVJH 53 TVS 55	OVJH: Decline of 13 TVS: Increase of 8 MATH Proficiency: LVS: Increase of 13% MVS: Increase of 7% OVJH: Increase of 5% TVS: Decline of 1% Growth Median (100-point scale) measuring a combination of performance status and growth change: LVS: Increase of 11 MVS: Increase of 2 OVJH: Increase of 4 TVS: Decline of 3
1.12	Priority 4: Academic Indicator Science CAST Assessment	Source: CAASPP Scores 2023 15.84% of students (5th and 8th grades) meet or exceed the science standards CAST test	Source: CAASPP Scores 2024 14.87% of students (5th and 8th grades) meet or exceed the science standards CAST test	Source: CAASPP Scores 2025 22.05% of students (5th and 8th grades) meet or exceed the science standards CAST test	Source CAASPP Scores 2026 25% of students (5th and 8th grades) Meet or Exceed the science standards CAST Test	Increase of 6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Priority 7C: Least Restrictive Environment (LRE) Indicator - General Education Participation The percentage of students with disabilities served inside the regular class 80% or more of the school day	Source: 2023-24 Fall CALPADS Reports Students with Disabilities - 16.13 All: 73.5%	Source: 2024-25 Fall CALPADS Reports Students with Disabilities - 16.13 All: 74.7%	Source: 2025-26 Fall CALPADS Reports Students with Disabilities - 16.13 All: 66.1%	Source: 2026-27 Fall CALPADS Reports Students with Disabilities - 16.13 All: 77%	Increase of 7.4%

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 1 were fully implemented to support rigorous grade-level instruction and strengthen instructional practices across the district.

Several successes supported implementation throughout the year. Under Action 1.1, the Math Leadership Team engaged in extensive learning around the new California Mathematics Framework and supported the adoption of a new mathematics curriculum aligned to the framework. Action 1.2 strengthened the use of student data, with data increasingly embedded into conversations regarding refinements to core instruction and teachers using data more consistently to inform instructional planning and practices. Under Action 1.3, MTSS systems continued to evolve, and data analysis practices became more refined across sites.

Action 1.4 was successfully implemented through instructional coaching and professional development aligned to district priorities. Coaches worked closely with teachers to strengthen academic instruction, and all elementary teachers received professional development on the California Mathematics Framework. Coaches also supported special education academic programs through the implementation of the new SDC curriculum, core instructional practices, and Universal Design for Learning (UDL). Under Action 1.5, the district implemented a robust summer school program focused on mathematics, science, and reading, and also provided after-school intervention and acceleration programs to support student learning and access to grade-level instruction. Under Action 1.6, the district's lead counselor and lead psychologist completed CPI trainer certification and are now certified trainers, strengthening the district's internal capacity to support behavioral and individualized student supports.

Implementation challenges remained in fully meeting the scope of academic and instructional support needs across the district. While professional development and coaching support expanded, the need for additional staffing and instructional capacity exceeded available

human resources. In particular, early literacy support was not implemented to the extent originally intended due to competing instructional priorities and staffing limitations. As a result, the district identified early literacy as a priority area in the current year's LCAP and added three Early Literacy Instructional Teachers to strengthen support in foundational reading instruction.

Under Action 1.8, instructional coaching support was provided across all sites to strengthen English Language Development (ELD) practices and support implementation of the ELD program at the junior high school.

Differentiated Assistance (DA): As a result of California School Dashboard performance indicators for students with disabilities in ELA and mathematics, the district participated in Differentiated Assistance in Priority 4. Through this process, the district conducted a review of the implementation of Actions 1.1, 1.2, 1.3, and 1.6 to evaluate how instructional supports, data practices, MTSS systems, and individualized student supports were being carried out for students with disabilities. The review identified a need for more consistent implementation of differentiated instruction, Universal Design for Learning (UDL), and inclusive instructional practices across sites and classrooms.

In response, the district collaborated with VCOE SELPA and outside experts to strengthen implementation systems, provide additional guidance and coaching around inclusive practices, and improve coordination between general education and special education supports. This work also informed refinements to professional development, MTSS processes, and instructional coaching supports to better align implementation practices across the district and strengthen access to grade-level instruction for students with disabilities.

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.

Action 1.1 did have a material difference between the planned expenditures of \$517,522.00 and the estimated actual expenditures of \$430,766.38. This difference is because the district originally budgeted for the implementation of a supplemental online language arts program; however, during the year, the district instead piloted a language arts program to evaluate effectiveness and alignment to instructional needs before full implementation. This resulted in differences between the originally budgeted expenditures and actual expenditures for this action. All other Goal 1 actions were implemented substantially as planned, and expenditure differences were minor and aligned to normal adjustments in staffing, program implementation, and operational costs.

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

Overall, the actions aligned to Goal 1 demonstrated moderate effectiveness in improving academic achievement and strengthening instructional systems supporting grade-level instruction. Evidence used to measure effectiveness included the 2025 California School Dashboard and local benchmark assessment data from the Spring 2026 administration.

Actions 1.1 and 1.2, focused on grade-level instruction and data-driven instructional practices, demonstrated effectiveness in improving outcomes for the general student population and several student groups. Districtwide English Language Arts (ELA) performance increased by 4.4 points in Distance from Standard (DFS), while mathematics performance increased by 8 points overall on the California Dashboard. English Learners demonstrated growth in both ELA (+5.1 DFS) and mathematics (+9.8 DFS), while Socioeconomically Disadvantaged students increased by 43.7 points in ELA and 7.9 points in mathematics. Local benchmark assessment data also reflected positive trends across sites. Reading proficiency increased at Laguna Vista School (+2%), Mar Vista School (+4%), and Ocean View Junior High (+5%),

while Tierra Vista School maintained proficiency levels. Reading growth median scores increased at Laguna Vista School (+2) and Tierra Vista School (+8). Mathematics proficiency increased at Laguna Vista School (+13%), Mar Vista School (+7%), and Ocean View Junior High (+5%), while Tierra Vista School declined slightly (-1%). Mathematics growth median scores increased at Laguna Vista School (+11), Mar Vista School (+2), and Ocean View Junior High (+4). These outcomes indicate that strengthened core instruction, increased use of student data, and implementation of the California Mathematics Framework supported student achievement and instructional practices.

Action 1.3, Multi-Tiered System of Support (MTSS), demonstrated partial effectiveness. Districtwide academic growth and improved use of student data indicate that MTSS structures supported earlier identification of student needs and more targeted instructional responses for students receiving tiered intervention supports. However, some student groups continued to perform significantly below standard. Long-Term English Learners (LTEL) remained in the Red category in ELA and declined by 0.2 points, indicating that intervention systems and targeted supports have not yet consistently accelerated achievement for all student groups. The MTSS Teams will engage in a systematic practice of reviewing English Learner Data as part of the district Assessment and PLC plan in order to ensure timely intervention and response for ELs not making progress.

Action 1.4, Professional Development, demonstrated moderate effectiveness in strengthening instructional practices and teacher capacity. Coaches supported implementation of the California Mathematics Framework, instructional data analysis, Universal Design for Learning (UDL), and the new SDC curriculum. These supports contributed to improved instructional practices and positive academic growth trends across sites. However, staffing capacity and competing priorities limited the district's ability to fully implement early literacy supports as intended, resulting in the addition of three Early Literacy Instructional Teachers in the current year's LCAP.

Action 1.5, Additional Learning Time and Intervention Supports, demonstrated effectiveness in expanding access to academic support opportunities. The district implemented a robust summer school program focused on mathematics, science, and reading, as well as after-school intervention and acceleration programs. Positive mathematics growth trends at Laguna Vista School and Ocean View Junior High suggest that expanded learning opportunities contributed positively to student growth and engagement.

Action 1.6, Instructional Strategies and Individualized Student Supports, demonstrated partial effectiveness. The district strengthened internal capacity through CPI trainer certification for the lead counselor and lead psychologist and continued implementation of inclusive instructional practices and individualized student supports. These supports were implemented after the California Dashboard release; therefore, the current data does not yet reflect the impact of these changes. Current Dashboard results indicate that significant academic needs remain for Students with Disabilities, particularly in ELA and mathematics. Students with Disabilities remained in the Red performance category in both ELA (-123.2 DFS) and mathematics (-146.8 DFS). While mathematics performance increased slightly by 0.4 points, ELA performance declined by 3.6 points. At Ocean View Junior High, Students with Disabilities demonstrated particularly significant academic needs, with DFS scores of -142.5 in ELA and -181.1 in mathematics.

Action 1.8, English Learner supports, demonstrated mixed effectiveness. Instructional coaching support across all sites strengthened English Language Development (ELD) practices and supported implementation of the ELD program at the junior high school. English Learners demonstrated growth in both ELA (+5.1 DFS) and mathematics (+9.8 DFS), and the district's English Learner reclassification rate increased from 12.65% to 24.7%. However, Long-Term English Learners remained in the Red performance category in ELA. Spanish Reading proficiency increased at Mar Vista School (+3%) and Tierra Vista School (+7%) but declined at Ocean View Junior High (-9%). Spanish

Reading growth median scores declined at Mar Vista School (-11) and Ocean View Junior High (-13), indicating inconsistent outcomes across sites.

Differentiated Assistance (DA): Dashboard outcomes for Students with Disabilities in ELA and mathematics demonstrated that Goal 1 actions were not yet fully effective in accelerating achievement for this student group. As part of the district's Differentiated Assistance process in Priority 4, the district analyzed the effectiveness of Actions 1.1, 1.2, 1.4, and 1.6 related to differentiated instruction, instructional practices, data analysis, and individualized student supports for Students with Disabilities. This analysis identified the need for more consistent implementation of Universal Design for Learning (UDL), differentiated instruction, and inclusive instructional practices across classrooms and sites. In response, the district partnered with VCOE SELPA and outside experts to strengthen instructional practices, improve alignment between general education and special education supports, and refine professional development and coaching systems to better support Students with Disabilities.

Overall, Goal 1 actions strengthened instructional systems, improved use of student data, expanded academic supports, and contributed to improved outcomes for the general student population and several student groups. However, additional refinement of instructional practices, intervention systems, and differentiated supports is needed to accelerate achievement and reduce persistent performance gaps for Students with Disabilities and Long-Term English Learners.

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.

As a result of reflecting on implementation and analyzing Dashboard and local data, the district is refining several Goal 1 actions to strengthen implementation and improve outcomes for student groups demonstrating the greatest academic need, particularly Students with Disabilities, English Learners, and Long-Term English Learners. While the overall goal, metrics, and desired outcomes remain the same, the district is narrowing its focus to strengthen consistency of implementation and targeted instructional support across sites.

Analysis of implementation and student outcome data showed that Actions 1.4 (Professional Development) and 1.6 (Instructional Strategies and Individualized Student Supports) were only partially effective in accelerating achievement for some student groups, particularly Students with Disabilities. Although coaching, professional development, inclusive practices, and individualized supports were implemented, staffing capacity, competing priorities, and limited site-based coaching reduced the consistency and impact of these actions. Dashboard data indicated that Students with Disabilities remained in the Red performance category in both ELA and mathematics, demonstrating the need for a more targeted approach.

In response, the district is strengthening these actions through increased coaching and instructional support. Dedicated TOSAs will provide focused support in mathematics, English Language Development (ELD), and support for Students with Disabilities to strengthen the implementation of differentiated instruction, Universal Design for Learning (UDL), and evidence-based instructional practices across sites. The district is also increasing paraprofessional support to strengthen intervention implementation and student access to academic supports.

The district also identified early literacy as an area requiring additional focus. Due to staffing capacity and competing priorities, foundational literacy support was not implemented as fully as intended in prior years. As a result, the district added Action 1.9 to provide three Early

Literacy Instructional Teachers to strengthen foundational reading instruction and intervention support, particularly for English Learners and Students with Disabilities.

For mathematics, the district will continue the work of the Math Leadership Team and deepen implementation of the California Mathematics Framework through focused professional learning, coaching support, and implementation of the newly adopted mathematics curriculum. Action 1.8 will continue to strengthen ELD practices through instructional coaching and continued implementation of the ELD program at the junior high school.

The descriptions for Actions 1.1, 1.2, 1.4, 1.6, and 1.8 were revised to more clearly demonstrate how each action addresses the needs of student groups performing at the lowest academic levels.

Differentiated Assistance (DA): As part of the district's participation in Differentiated Assistance in Priority 4, the district reviewed the effectiveness of instructional practices and supports for Students with Disabilities and identified the need for more consistent implementation of differentiated instruction, inclusive practices, and instructional supports across classrooms and sites. In response, the district collaborated with VCOE SELPA and outside experts in special education and inclusive practices to strengthen professional learning, coaching systems, and instructional supports. These refinements are reflected in the expansion of coaching support, increased emphasis on UDL and differentiated instruction, and additional literacy staffing to better support Students with Disabilities in ELA and mathematics.

Overall, these refinements reflect a more focused and targeted approach to strengthening instructional practices, improving implementation consistency, and reducing persistent achievement gaps for historically underserved student groups.

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	Grade Level Instruction	Standards aligned grade level instruction for all students in all core areas of instruction for all students with an emphasis on English Learners, Foster Youth, and Low Income students. A Math Leadership Team, which will focus on the shifts outlined in the new California Math Framework will be formed to support improved math outcomes. DIFFERENTIATED ASSISTANCE (DA): In addition to the needs identified for unduplicated pupil groups, the district was identified for Differentiated Assistance in Priority 4 based on the performance of students with disabilities in English Language Arts and mathematics. While this action primarily addresses access to grade-level instruction for unduplicated pupils, the Differentiated Assistance process highlighted the need to strengthen how core instruction under Action 1.1 is designed and delivered	\$739,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to ensure accessibility for all learners, including students with disabilities. Through this process, the district analyzed instructional practices and identified the need for more consistent implementation of differentiated instruction, stronger integration of language and academic supports, and increased alignment between general education and specialized services. This work will support more effective implementation of Action 1.1 and improve outcomes for students with disabilities in alignment with broader efforts to address equity gaps across student groups. This action addresses student groups in the lowest-performing academic level, including English Learners and Students with Disabilities.		
1.2	Data and Assessment	Ensure an ongoing cycle of inquiry (Use data to identify needs and create a response) by ensuring high quality and accurate data systems for the data analysis of all students with an emphasis on English Learners, Foster Youth, and Low Income students. Differentiated Assistance (DA): The district's identification for Differentiated Assistance in Priority 4 due to the performance of students with disabilities in English Language Arts and mathematics also highlighted the need to strengthen data practices under Action 1.2. Through the Differentiated Assistance process, the district analyzed how student data is used to inform instruction and identified the need for more consistent disaggregation of data, clearer alignment between data analysis and instructional decision-making, and stronger use of data to support students with disabilities. In response, the district has consulted with VCOE SELPA, instructional partners, and outside experts to refine data systems and strengthen coaching models that support educators in effectively using data to guide instruction. This includes a focus on ensuring that data is used not only to identify gaps, but to inform targeted strategies that improve access to grade-level content and academic outcomes for students with disabilities and other student groups. This action addresses student groups in the lowest-performing academic level, including English Learners and Students with Disabilities.	\$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Multi-Tiered System of Support	Ensure a system of support that is reliant on timely data analysis and the implementation of support focused on continuous improvement for all students with an emphasis on English Learners, Foster Youth, and Low Income students, including the purchase and implementation support for a systematic intervention curriculum and additional paraprofessionals to deliver intervention.	\$2,648,653.00	Yes
1.4	Professional Development and Coaching	Provide PD to support Early Literacy, Core Instruction, EL Strategies, and Universal Design for Learning through conferences, trainings, and PD coaches (District and Site Resource Teachers) in order to improve outcomes for all students with an emphasis on English Learners, Foster Youth, and Low Income students. This action addresses instructional strategies to support Academic Performance Indicators for ELA for the groups of ALL at TVS, Hispanic at LVS and TVS. It will also support the Academic Performance Indicators for Math for the group of: ELs at the District. Additionally, provide Professional Development for Special Educators focused on instructional strategies and behavior support. SELPA will provide on-going series of professional development to support Special Education teams of teachers and paraprofessionals. This will support the Performance Indicators for ELA and Math for SWD at District, and OVJH. Differentiated Assistance (DA): The district's identification for Differentiated Assistance in Priority 4 due to the performance of students with disabilities in English Language Arts and mathematics highlighted the need to strengthen the effectiveness of professional development and coaching under Action 1.4. Through the Differentiated Assistance process, the district analyzed the impact of professional learning on instructional practices and identified the need for more consistent, job-embedded coaching, increased focus on differentiated instruction and Universal Design for Learning, and stronger alignment between general education and special education practices. In response, the district has consulted with VCOE SELPA, instructional partners, and outside experts to strengthen coaching models and ensure that professional development is sustained, targeted, and directly connected to classroom implementation. This includes expanding coaching support through TOSAs, strengthening collaboration between general and special education staff, and ensuring	\$2,391,869.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that professional learning opportunities are designed to improve outcomes for students with disabilities in alignment with district priorities. This action addresses student groups in the lowest-performing academic level, including English Learners and Students with Disabilities.		
1.5	Additional Learning Time	Provide additional days and hours of instruction based on data identified needs for intervention, acceleration, and/or enrichment.	\$150,000.00	No
1.6	Instructional Strategies & Individualized Student Learning Needs	Develop improved instructional strategies (Universal Design for Learning, CPI and Trauma, GLAD and EL Strategies) to support classroom instruction for all students with an emphasis on English Learners, including LTELs, Foster Youth, and Low Income students. Develop improved structures to support student needs analysis and design improved student plans to support targeted students. This action will address the importance of the implementation of inclusive instructional practices to address identified needs in technical assistance. Differentiated Assistance (DA): The district's identification for Differentiated Assistance in Priority 4 due to the performance of students with disabilities in English Language Arts and mathematics highlighted the need to strengthen the implementation and impact of Action 1.6. Through the Differentiated Assistance process, the district analyzed the effectiveness of individualized supports and instructional strategies and identified the need for greater consistency in implementation, stronger alignment between general education and special education practices, and increased staff capacity to deliver differentiated and specialized instruction. In response, the district has consulted with VCOE SELPA, instructional partners, and outside experts to strengthen systems of support and refine coaching models that support staff in meeting the needs of students with disabilities. This includes a focus on improving inclusive practices, enhancing collaboration across staff roles, and ensuring that individualized supports are effectively implemented to improve academic outcomes in ELA and mathematics.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses student groups in the lowest-performing academic level, including English Learners and Students with Disabilities.		
1.7	Indirect Costs	Maintain a functioning district system in which all programs can be administrated, purchased, billed, monitored, etc. Ensure systematic implementation of programs and supports for all students with an emphasis on English Learners, Foster Youth, and Low Income students.	\$640,563.00	Yes
1.8	English Learner Support	Provide one Instructional Resource Teacher (TOSA) focused on the training and coaching of teachers to support designated and Integrated ELD including GLAD Strategies, ELD classes and grouping, UDL strategies, Implementation of ELD Standards, on-going student monitoring and data analysis, and the implementation of intervention curriculum to support language development, and targeted support for LTELs in their language acquisition progress. This action is intended to address EL performance indicators in the red for ELA of District, ELA at LVS and OVJH, and Math at OVJH, along with ensuring the maintenance of the progress at LVS in Math, and ELA and Math at MVS and TVS, and improve outcomes for LTELs who are in danger of being in the lowest performance (red indicator) on the 2026 Dashboard for both ELA and Math. This action addresses English Learners in the lowest-performing academic level.	\$0.00	No
1.9	Literacy Development	OVSD will provide one supplemental literacy-focused teacher at each school site to support early literacy instruction and intervention for students in grades K–3 and English Learners. This action is funded with LREBG and supplemental LCFF funds. Research shows that students who are not reading proficiently by the end of third grade are significantly more likely to experience long-term academic difficulties. Providing targeted early literacy intervention improves reading outcomes and supports long-term academic success.	\$844,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The impact of this action will be monitored through California Dashboard ELA Distance from Standard (DFS), English Learner indicators, and local benchmark reading proficiency and growth data. LREBG funds in the amount of \$194,617.00 are fully allocated to support this action. This action addresses student groups in the lowest-performing academic level, including English Learners and Students with Disabilities. Metrics 1.1, 1.2, and 1.11 will be used to monitor the progress of this action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LEADERSHIP: Cultivate a culture of shared leadership across the district, where students, families, and staff develop essential leadership skills and strategies to support academic achievement and lifelong learning. Progress toward achieving this goal will be measured by various internal self-reflection surveys to ensure effective implementation and measurable growth.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on Educational Partner input there is an identified need for increased shared leadership and student voice to support school and district climate and culture. This goal and actions will help guide the district in the process of increasing all educational partner leadership, increase student and parent/caregiver engagement, and support improved attendance, academic, and behavior 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	Priority 3A: Parental Involvement and Family Engagement: Local Indicators for seeking parent input. Measured Results Assessment for Family Engagement	Source: Dashboard 2023 and MRA results 2024 Local Indicators denote Full Implementation and strong participatory and interactive parent meetings at sites and the district office. MRA scores are 73.75% for Family Engagement	Source: Dashboard 2024 and MRA results 2025 Local Indicators denote Full Implementation and strong participatory and interactive parent meetings at sites and the district office.	Source: Dashboard 2025 and MRA results 2026 Local Indicators denote Full Implementation and strong participatory and interactive parent meetings at sites and the district office.	Source: Dashboard 2026 and MRA results 2027 Full Implementation and strong participatory and interactive parent meetings at sites and the district office. MRA scores are 83.75% for Family Engagement	No change in local indicators. MRA scores show 4.25% increase in Family Engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MRA scores are 79% for Family Engagement	MRA scores are 78% for Family Engagement		
2.2	Priority 3B: Parental Involvement and Family Engagement: Local Indicators for parental participation for Low Income, English Learners, Foster Youth, and Students with Disabilities. Measured Results Assessment (MRA) for School and Family Partnerships.	Source: Dashboard 2023 and MRA results 2024 Local Indicators denote Full Implementation for all areas of Parental Involvement and Family Engagement. MRA scores are 67.25% for School and Family Partnership	Source: Dashboard 2024 and MRA results 2025 Local Indicators denote Full Implementation for all areas of Parental Involvement and Family Engagement. MRA scores are 72.25 % for School and Family Partnership	Source: Dashboard 2025 and MRA results 2026 Local Indicators denote Full Implementation for all areas of Parental Involvement and Family Engagement. MRA scores are 72.75 % for School and Family Partnership	Source: Dashboard 2026 and MRA results 2027 Maintain Full Implementation for all areas of Parental Involvement and Family Engagement MRA scores of 77.25% for School and Family Partnership	No change in local indicators. MRA scores show 5.5% improvement in School and Family Partnership.

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 fully implemented during the year to support a culture of shared leadership and strengthen engagement among students, families, and staff across the district.

Action 2.1, Leader in Me, was successfully implemented across all school sites and continued to focus on developing leadership skills and habits for both students and staff. Each school maintained a WIG (Wildly Important Goals) student leadership team and dedicated time for implementation of the Leader in Me curriculum to support goal setting, collaboration, communication, and leadership development. Staff engaged in leadership development throughout the year through three dedicated Leader in Me professional development days, as well as ongoing leadership development opportunities during monthly staff meetings. Staff also continued integrating leadership practices and strategies into school culture and daily instruction.

Action 2.2, Family and Caregiver Engagement, was also fully implemented. Parents and caregivers consistently participated in district advisory committees and were represented at school sites through School Site Council (SSC), English Learner Advisory Committee (ELAC),

and other engagement opportunities. Local Indicators on the California School Dashboard reflected Full Implementation, demonstrating strong systems for family engagement and participation.

Action 2.3, Instructional Leadership, was implemented through ongoing support from Educational Services staff to align district initiatives, LCAP actions, and school site implementation. A challenge impacting implementation was the extended leave of the Director of Special Populations, which reduced oversight and monitoring of instructional progress and supports for Students with Disabilities during part of the year. Despite this challenge, district leadership systems remained in place and supported continued implementation of district priorities across sites.

Overall, the district successfully implemented the actions connected to Goal 2 and continued to strengthen structures supporting shared leadership, stakeholder engagement, and collaboration across the district.

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.

There were moderate differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 2.2 and 2.3. Under Action 2.2, Family and Caregiver Engagement, the planned expenditure was \$101,000 and the estimated actual is \$77,644.00. This is because a portion of the Family Engagement Coordinator's salary was reallocated to Action 3.3 to better align expenditures with services provided, resulting in an estimated actual expenditure of \$77,644.00. In addition, costs associated with family workshops, meetings, and engagement activities were lower than originally anticipated, resulting in lower actual expenditures for this action.

Under Action 2.3, Instructional Leadership, the planned expenditure of \$613,878.00 was less than the estimated actual expenditure of \$570,279. The expenditure difference was primarily the result of the extended leave of the Director of Special Populations for more than half of the year.

All other Goal 2 actions were implemented substantially as planned, and expenditure differences were minor and aligned to normal operational adjustments.

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

Overall, the actions aligned to Goal 2 have demonstrated effectiveness in maintaining a culture of shared leadership, student leadership, and family engagement across the district. Data sources used to evaluate effectiveness include 2026 local indicator data and Spring 2026 MRA results.

Action 2.1, Leader in Me, demonstrated effectiveness in strengthening student leadership opportunities and promoting positive school culture. The expansion of student leadership teams and WIGs (Wildly Important Goals) across all school sites increased opportunities for student voice, leadership development, and participation in schoolwide decision-making, whereas in prior years these structures were only implemented at one school site. These efforts supported the district's goal of developing leadership skills and fostering student ownership of learning.

Action 2.2, Family and Caregiver Engagement, demonstrated effectiveness in maintaining strong systems for meaningful educational partner participation and family engagement. 2026 local indicator data reflected full implementation for family engagement practices across the district. The 2026 spring MRA results demonstrated a 4.25% increase in Family Engagement and a 5.5% increase in School and Family Partnership measures. These outcomes indicate that district efforts to strengthen communication, advisory participation, and family partnership opportunities were effective in positively supporting engagement and collaboration between schools and families.

Action 2.3, Instructional Leadership, demonstrated effectiveness in maintaining alignment and implementation of district initiatives and LCAP priorities across sites. Educational Services leadership structures supported ongoing implementation and monitoring of district goals and actions and helped maintain focus on district priorities across schools. Although the extended leave of the Director of Special Populations created challenges related to oversight and monitoring of instructional progress for Students with Disabilities during part of the year, district leadership systems remained in place and continued to support implementation of district priorities and services across the district.

Overall, the actions associated with Goal 2 have been effective in sustaining systems and structures that support shared leadership, family engagement, and alignment of district priorities. However, available local data suggests that growth has been gradual, indicating a need to deepen engagement strategies and expand opportunities for broader participation to achieve stronger measurable outcomes over time.

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

Based on reflection of prior implementation and review of both Dashboard and MRA data, the district is not making significant changes to Goal 2, its metrics, or the planned actions for the coming year. Current data, including full implementation on 2026 local indicators and stable MRA results, indicates that the systems and structures in place are strong and continue to support shared leadership and family engagement across the district.

While overall progress has been steady, the district recognizes that growth in MRA measures has been incremental. As a result, rather than changing the goal or actions, the district will continue to build on existing practices with a focus on deepening implementation and increasing participation. This includes continuing to expand student leadership opportunities through Leader in Me, including the growth of student Lighthouse Teams, and strengthening family engagement through ongoing district advisory committee meetings with a dedicated group of caregiver leaders.

The district will also maintain its current metrics and target outcomes, as they continue to provide meaningful measures of progress. Moving forward, the focus will be on strengthening the consistency and impact of these efforts across all sites to support continued growth in shared leadership and engagement.

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	Leader in Me	Implement the Leader in Me program to develop improved shared leadership and increase leadership skills for students, families, and staff. Ensure the program supports all students with an emphasis on English Learners, Foster Youth, and Low Income students.	\$82,000.00	Yes
2.2	Family, Parent, and Caregiver Engagement	Engage Family educational partners in both collaborative learning and decision-making in the district. Support all students and families with an emphasis on the families of English Learners, Foster Youth, and Low Income students to ensure equitable representation.	\$122,156.00	Yes
2.3	Instructional Leadership	Ensure a team of Ed Services support personnel to support the implementation of the LCAP goals and actions focusing on all students with an emphasis on English Learners, Foster Youth, and Low Income students.	\$643,850.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CULTURE: Cultivate a district and school culture where every member of the Ocean View Family (students, families, and staff) is a welcomed and included member of a positive and affirming school community.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School and district culture and climate are critical in supporting student engagement, inclusive practices, social justice beliefs, diverse race/ethnic/culture needs, and general student, family, and educator efficacy. Educational partner surveys demonstrate a weakness in family engagement, and a need for improved school and district culture. As the district faces continued anticipated budget challenges, addressing district culture is critical for the long standing success of the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 5A Student Engagement: School Attendance Rates from state reported ADA	Source: District calculated District ADA as submitted to CDE 2023 22-23 School Year ADA for ALL Students is 92.84%	Source: District calculated District ADA as submitted to CDE 2024 23-24 School Year ADA for ALL Students is 93.5%	Source: District calculated District ADA as submitted to CDE 2025 24-25 School Year ADA for ALL students is 93.5%	Source: District calculated District ADA as submitted to CDE 2026 25-26 School Year ADA for All students is 96%	ADA improved by 3.16%
3.2	Priority 5B Student Engagement: Chronic Absenteeism Rates CA Dashboard	Source: 2023 CA Dashboard K-8 students who are absent 10% or more of the instructional days they were enrolled	Source: 2024 CA Dashboard K-8 students who are absent 10% or more of the	Source: 2025 CA Dashboard K-8 students who are absent 10% or more of the	Source: 2026 CA Dashboard K-8 students who are absent 10% or more of the	Chronic Absenteeism Note: Decline indicates improved attendance with the reduction of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District All: 30.6% EL: 28% HOM: 36.8% SED: 30.9% SWD: 41.2% Lowest performance (red indicator) on the Dashboard District: ALL: 30.6% SED: 30.9% SWD: 41.2% FI: 32% WH: 33.1% MR: 30.2% School(s): Laguna Vista EI All: 31.9% SWD: 40.3% WH: 33.3% Mar Vista EI ALL: 25.3% EL: 21.9% SED: 25.1% SWD: 39% HI: 25.2% Tierra Vista EI SED: 40.5% SWD: 44.3%	instructional days they were enrolled District All: 19.5% EL: 18.2% HOM: 30.4% SED: 20.7% SWD: 29.2% Lowest performance (red indicator) on the Dashboard District: (ALL Yellow Indicator) ALL: 19.5% SED: 20.7% SWD: 29.2% FI: 14.6% WH: 18.5% MR: 14.6% School(s): No longer in red indicator Laguna Vista EI All: 19.8% (yellow indicator) SWD: 26.7% (yellow indicator) WH: 16.5% (yellow indicator) Mar Vista EI	instructional days they were enrolled District All: 20% EL: 18.2% HOM: 23.3% SED: 21.5% SWD: 26.3% LTEL: 16.3% Lowest performance (red indicator) on the Dashboard District: ALL: 20% (orange indicator) EL: 18.2% (orange indicator) SED: 21.5% (red indicator) SWD: 26.3% (yellow indicator) FI: 14% (yellow indicator) WH: 18% (orange indicator) MR: 32.5% (red indicator) LTEL: 16.3% (yellow indicator) School(s): Laguna Vista EI	instructional days they were enrolled District All: 25% EL: 23% FY: HOM: 25% SED: 25% SWD: 36% Lowest performance (red indicator) on the Dashboard District: ALL: 25% LI: 26% SWD: 36% FI: 27% WH: 28% MR: 25% School(s): Laguna Vista EI All: 25% SWD: 35% WH: 28% Mar Vista EI ALL: 20% EL: 16% SED: 20% SWD: 34% HI: 20%	students chronically absent. District All: Decline of 10.6% EL: Decline of 9.8% HOM: Decline of 13.5% SED: Decline of 9.4% SWD: Decline of 14.9% Lowest performance (red indicator) on the Dashboard District: All: Decline of 10.6% (orange indicator) EL: Decline of 9.8% (orange indicator) HOM: Decline of 13.5% (orange indicator) SED: Decline of 9.4% (red indicator)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ocean View JH ALL: 25% EL: 26.6% SED:27% SWD: 31.9% HI:25.3%	ALL: 16.3% (yellow indicator) EL: 16.3% (yellow indicator) SED: 16.8% (yellow indicator) SWD: 23.3% (orange indicator) HI: 16.9% (yellow indicator) Tierra Vista EI SED: 24.5% (yellow indicator) SWD: 26.8% (orange indicator) Ocean View JH ALL: 17% (yellow indicator) EL: 15.9% (yellow indicator) SED:16.9% (yellow indicator) SWD: 23.4% (orange indicator) HI:17.1% (yellow indicator)	All: 20.3% (red indicator) SWD: 27.7% (red indicator) EL: 25.4% (red indicator) WH: 15.2% (yellow indicator) Mar Vista EI ALL: 16.1% (orange indicator) EL: 15.1% (yellow indicator) SED: 17.2% (orange indicator) SWD: 17.2% (yellow indicator) HI: 16% (yellow indicator) Tierra Vista EI ALL: 24.3% (red indicator) HI: 24.5% (red indicator) SED: 26% (red indicator) SWD: 27.3% (red indicator) Ocean View JH ALL: 18.1% (orange indicator) EL: 17.3% (orange indicator)	Tierra Vista EI SED: 35% SWD: 39% Ocean View JH ALL: 20% EL: 21% SED:22% SWD: 26% HI: 20%	SWD: Decline of 14.9% (yellow indicator) LTEL: Decline of 1.8% (yellow indicator) FI: Decline of 18% (yellow indicator) WH: Decline of 15.1% (orange indicator) MR: Increase of 2.3% (red indicator) Laguna Vista EI All: Decline of 11.6% (red indicator) SWD: Decline of 12.6% (red indicator) EL: Increase of 2.1% (red indicator) year over year WH: Decline of 18.1% (yellow indicator) Mar Vista EI ALL: Decline of 9.2% (orange indicator) EL: Decline of 6.8% (yellow indicator)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SED: 19.1% (orange indicator) SWD: 24.7% (red indicator) HI: 17.8% (orange indicator)		SED: Decline of 7.9% (orange indicator) SWD: Decline of 21.8% (yellow indicator) HI: Decline of 9.2% (yellow indicator) Tierra Vista El ALL: Increase of 1.9% (red indicator) HI: Increase of 1.8% (red indicator) SED: Decline of 14.5% (red indicator) SWD: Decline of 17% (red indicator) Ocean View JH ALL: Decline of 6.9% (orange indicator) EL: Decline of 9.3% (orange indicator) SED: Decline of 10.1% SWD: Decline of 7.2% (red indicator)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HI: Decline of 7.5% (orange indicator)
3.3	Priority 5C Student Engagement: Middle School Drop-Out Rates as reported in CALPADS	Source: Dashboard 2023 2022-2023 CALPADS Reported Middle School Drop-out rate was 0	Source: Dashboard 2024 2023-2024 CALPADS Reported Middle School Drop-out rate was 0	Source: Dashboard 2025 2024-2025 CALPADS Reported Middle School Drop-out rate was 0	Source: Dashboard 2026 2025-2026 CALPADS report Maintain Middle school drop out rate of 0	Maintained the dropout rate continues to be 0.
3.4	Priority 6A School Climate: Student Suspension Rates	Source: 2023 CA Dashboard Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school 2022-2023 year District All: 3.1% EL: 3.4% FY: NA HOM: 8.8% SED: 3.5% SWD: 4.3% Lowest performance (red indicator) on the Dashboard District HOM: 8.8%	Source: 2024 CA Dashboard Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school 2023-2024 year District All: 1.6% EL: 1.5% FY: NA HOM: 1.4% SED: 1.7% SWD: 2.6% Lowest performance (red	Source: 2025 CA Dashboard Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school 2024-2025 year District All: 2.9% EL: 2.2% FY: NA HOM: 3.4% SED: 3.2% SWD: 5.5% MR: 8.3% Lowest performance (red	Source: 2026 CA Dashboard Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school 2025-2026 year District All: 2% EL: 2% FY: NA HOM: 4% SED: 2% SWD: 2% Lowest performance (red	Student Suspension Rates All: Decline of .2% EL: Decline of 1.2% FY: NA HOM: Decline of 5.4% SED: Decline of .3% SWD: Increase of 1.2% MR: Increase of 8.3% Lowest performance (red indicator) on the Dashboard District: HOM: Decline of 5.4% (orange indicator)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School(s): NA	indicator) on the Dashboard District: HOM: 1.4% School(s): NA	indicator) on the Dashboard District: MR: 8.3% SWD: 5.5% School(s): Laguna Vista SED: 5.8% SWD: 8.3% WH: 7.6%	indicator) on the Dashboard District HOM: 3% School(s): NA	MR: Increase of 8.3% (red indicator) SWD: Increase of 1.2% (red indicator) Laguna Vista SED: Increase of 2.7% SWD: Increase of 3.1% WH: Increase of 4.1%
3.5	Priority 6B School Climate: ALL Student Expulsion Rate reported in CALPADS	Source: Dashboard 2023 2022-2023 Expulsion Rate of .14%	Source: CALPADS 2023-2024 Expulsion Rate of 0%	Source: CALPADS 2024-2025 Expulsion Rate of 0%	Source: Dashboard 2026 2025-2026 Expulsion rate of 0%	Student Expulsion Rate remains at 0%
3.6	Priority 6C School Climate: Local Climate survey, Measured Results Assessment Completion for Parents/Caregivers, Students, and Employees	Source: Spring 2024 MRA Local Climate Survey Completion Parents/Caregivers: 14% completed Students: 86% completed Employees: 78% completed	Source: Spring 2025 MRA Local Climate Survey Completion Parents/Caregivers: 31% completed Students: 90% completed Employees: 85% completed	Source: Spring 2026 MRA Local Climate Survey Completion Parents/Caregivers: 43% completed Students: 88% completed Employees: 78% completed	Source: Spring 2026 MRA Local Climate Survey Completion Parents/Caregivers: 20% completed Students: 92% completed Employees: 84% completed	MRA Local Climate Survey Completion Parents/Caregivers: Increase of 29% Students: Increase of 2% Employees: Maintained

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.

Overall, the actions aligned to Goal 3 were successfully implemented to support a positive, inclusive, and welcoming school culture for students, families, and staff across the district. Most actions were implemented consistently across school sites, with continued expansion of student supports, enrichment opportunities, and systems designed to strengthen school connectedness and engagement.

Action 3.1, Attendance and Engagement Supports, was implemented as planned through the use of attendance monitoring systems, regular review of attendance data, and ongoing outreach to families. School counselors consistently monitored attendance and communicated with families to strengthen follow-up processes and support student engagement. A challenge impacting implementation was the broader political climate surrounding immigration, which created increased anxiety and uncertainty for some families and affected student attendance and participation. In response, school staff increased outreach efforts and provided additional support to students and families.

Action 3.2, Family Engagement, was fully implemented through workshops, school events, outreach activities, and opportunities for family participation at both the school and district level. Schools continued to provide multiple opportunities for families to engage in the school community and support their students' educational experience.

Action 3.3, Social-Emotional Learning Supports, was implemented across all school sites. Counselors and staff provided direct student support services and reinforced schoolwide practices focused on relationship building, inclusion, and student well-being. Implementation challenges included an extended leave for a school counselor, delays in hiring the Social-Emotional Support Specialist position, which was not filled until January, and hiring delays for social-emotional support paraprofessionals. Despite these staffing challenges, social-emotional supports and services continued to be provided across the district.

Action 3.4, Technology Infrastructure and Support, was implemented as planned to ensure students and staff had continued access to instructional technology, devices, and support systems necessary for instruction and district programs.

Action 3.5, Arts Education, was successfully implemented across the district and continued to provide students with access to arts instruction and enrichment opportunities that support creativity, engagement, and school connectedness.

Action 3.6, Transportation Services, was fully implemented, including expanded late bus opportunities to support student participation in after-school programs, enrichment opportunities, and Expanded Learning programs.

Action 3.7, Facilities improvements, experienced a substantive implementation delay related to HVAC system upgrades. While the district moved forward with planning and coordination efforts, completion timelines were impacted by the state approval process, and implementation remains ongoing with completion anticipated upon the conclusion of the 2026-27 school year.

Action 3.8, Enrichment and Recreation Programs, including Expanded Learning Opportunities, was fully implemented and provided students with access to a broad range of academic, recreational, and enrichment activities designed to strengthen student engagement, belonging, and connection to school.

Overall, the district successfully implemented the actions connected to Goal 3 and continued expanding programs and supports that contribute to a positive and inclusive school culture, while addressing challenges related to external community factors, staffing capacity, and facilities implementation timelines.

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.

There were moderate differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 3.2, 3.3, 3.6, and 3.7.

Under Action 3.2, Attendance and Engagement Supports, the estimated actual expenditures increased from the budgeted amount of \$20,000 to an estimated actual of \$30,000 due to the partial reallocation of the Parent Engagement Coordinator salary to this action, as the position directly supported school sites through the implementation of engagement activities and events.

Under Action 3.3, Social-Emotional Learning Supports, the budgeted expenditure of \$954,544.00 was more than the estimated actual of \$785,279.00. The difference was due to staffing challenges, including the extended leave of a school counselor and delays in hiring the Social-Emotional Support Specialist and social-emotional support paraprofessionals.

Under Action 3.6, Transportation Services, expenditures increased from the planned amount of \$1,958,766.00 to the estimated actual amount of \$2,232,159.00 due to rising transportation costs, including the purchase of a new bus and increased operational expenses associated with transportation services and expanded late bus opportunities.

Under Action 3.7, Facilities Improvements, the estimated actual expenditure amount of \$2,627,677.00 was lower than the planned amount of \$4,000,000.00 due to delays in the state approval process related to HVAC system upgrades, which postponed portions of the planned work into the following year.

All other Goal 3 actions were implemented substantially as planned, and expenditure differences were minor and aligned to normal operational adjustments.

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

Overall, the actions aligned to Goal 3 demonstrated mixed effectiveness in improving school culture, student engagement, attendance, and inclusive school practices. Data used to evaluate effectiveness included the 2025 California School Dashboard and Spring 2026 local MRA survey data.

Action 3.1, Attendance and Engagement Supports, demonstrated moderate effectiveness in improving student attendance and engagement. District ADA improved by 3.16%, and chronic absenteeism rates declined for several student groups, including English Learners (-9.8%), Homeless students (-13.5%), Socioeconomically Disadvantaged students (-9.4%), Students with Disabilities (-14.9%), and White students (-

15.1%). Ocean View Junior High also demonstrated a decline in chronic absenteeism for all students (-6.9%), English Learners (-9.3%), and Students with Disabilities (-7.2%). However, chronic absenteeism remained a concern for some student groups and school sites. Students identifying as Two or More Races increased by 2.3% districtwide and remained in the Red performance category, while Tierra Vista School increased by 1.9% overall. These outcomes indicate that attendance supports were effective for many student groups, but additional targeted intervention is needed for groups continuing to demonstrate high rates of chronic absenteeism. The district also maintained a 0% dropout rate.

Action 3.2, Family Engagement, demonstrated effectiveness in strengthening educational partner participation and communication. MRA Local Climate Survey completion increased significantly for parents and caregivers by 29%, student participation increased by 2%, and employee participation remained stable. These results indicate that outreach and engagement efforts successfully increased participation and family involvement across the district.

Action 3.3, Social-Emotional Learning Supports, demonstrated partial effectiveness in supporting positive school climate and student well-being. Counselors, social-emotional supports, and schoolwide behavioral practices continued to provide students with access to support systems and relationship-building opportunities. District suspension rates declined slightly overall by .2%, with decreases for English Learners (-1.2%), Homeless students (-5.4%), and Socioeconomically Disadvantaged students (-.3%). However, suspension rates increased for Students with Disabilities (+1.2%) and students identifying as Two or More Races (+8.3%), both of whom remained in the Red performance category on the Dashboard. At Laguna Vista School, suspension rates also increased for Students with Disabilities (+3.1%) and White students (+4.1%). These outcomes indicate that while behavioral and social-emotional supports contributed positively for many students, additional refinement is needed to reduce disciplinary disparities for specific student groups. The district also maintained a 0% expulsion rate.

Actions 3.4, Technology Infrastructure and Support; 3.5, Arts Education; 3.6, Transportation Services; and 3.8, Enrichment and Recreation Programs, demonstrated effectiveness in increasing access, participation, and student engagement. Students continued to have access to instructional technology, arts programs, transportation supports, after-school opportunities, and Expanded Learning programs that contributed positively to student connectedness and participation in school activities. Expanded late bus services also reduced barriers to participation in after-school and enrichment programs.

Action 3.7, Facilities Improvements, demonstrated limited effectiveness during the year due to delays in HVAC system upgrades related to the state approval process. While planning and implementation efforts continued, the delays reduced the immediate impact of facilities improvements on student learning environments during the current year.

Differentiated Assistance (DA): The district was identified for Differentiated Assistance in Priority 5 and Priority 6 due to the performance of students identifying as Two or More Races, and in Priority 6 due to the performance of Students with Disabilities, as reflected on the California School Dashboard. Students identifying as Two or More Races demonstrated challenges in both chronic absenteeism and suspension, while Students with Disabilities demonstrated challenges in suspension. Through the Differentiated Assistance process, the district conducted a deeper analysis of the effectiveness of Actions 3.1, 3.3, and 3.8 in supporting student engagement, attendance, and behavior, as well as broader efforts to foster inclusive and supportive school environments. This analysis identified the need to strengthen inclusive instructional practices, improve consistency in behavioral supports, and increase staff capacity to effectively engage and support diverse student groups.

In response, the district added Action 3.9, focused on inclusive practices, and is providing coaching and professional learning in Universal Design for Learning, structured participation strategies, and the use of diverse and representative instructional materials. The district is also engaging in ongoing consultation and support through the Differentiated Assistance process to strengthen systems and improve outcomes for these student groups. This work will continue to inform the refinement of practices and implementation across Goal 3 actions.

Overall, Goal 3 actions were effective in expanding student supports, enrichment opportunities, and access to programs that support a positive and inclusive school culture. However, outcome data indicate that continued focus is needed to improve attendance and reduce disciplinary disparities for historically underserved student groups.

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

Based on reflection of prior year implementation and analysis of Dashboard and local data, the district made targeted refinements to strengthen progress toward Goal 3, particularly in the areas of student engagement, attendance, behavior, and inclusive school practices.

The primary change for the coming year is the addition of Action 3.9 focused on inclusive practices. This action was added in response to outcome data and the district's identification for Differentiated Assistance in Priority 5 and Priority 6 for students identifying as Two or More Races, and Priority 6 for Students with Disabilities. Analysis of implementation and student outcome data indicated that while existing actions increased access to supports and programs, disparities in chronic absenteeism and suspension rates persisted for some student groups.

Action 3.9 is intended to strengthen the effectiveness of existing Goal 3 actions through coaching, professional learning, and implementation support focused on Universal Design for Learning (UDL), structured participation strategies, culturally responsive practices, and the use of diverse and representative instructional materials. These supports are intended to strengthen inclusive school environments, improve student engagement and connectedness, and reduce disparities in attendance and discipline outcomes over time.

The description for Action 3.1 was revised to more clearly demonstrate how the action addresses the needs of students performing at the lowest performance level.

No changes were made to the overall goal, metrics, or desired outcomes. The addition of Action 3.9 reflects a refinement of the district's approach based on analysis of prior implementation, student outcome data, and engagement in the Differentiated Assistance process, and is intended to provide a more targeted and consistent approach to supporting historically underserved student groups moving forward.

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	Attendance Monitoring and Chronic Absenteeism	Provide regular attendance monitoring, communication, and progress tracking through a digital system for attendance. This goal supports for all students with an emphasis on English Learners, Foster Youth, and Low Income students. More specifically, counselors will monitor the monthly progress of student attendance for All students, SWD throughout the district and at each school, in addition to monitoring the following student groups for the District: Homelses, Socio-Economically Disadvantaged, Filipino, White, and Mixed Race. For LVS All, Students with Disabilities, and White will be monitored monthly. For Mar Vista All, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students will be monitored monthly. For Tierra Vista Socioeconomically Disadvantaged and Students with Disabilities will be monitored monthly. For Ocean View Junior High School All students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanics will be monitored monthly. DIFFERENTIATED ASSISTANCE (DA): In addition to the needs identified for unduplicated pupil groups, the district was identified for Differentiated Assistance in Priority 5 based on the performance of students identifying as Two or More Races in the area of chronic absenteeism. While this action primarily addresses attendance monitoring and engagement for all students, the Differentiated Assistance process highlighted the need to strengthen how attendance systems and interventions are implemented to better support this student group. Through this process, the district analyzed attendance practices and identified the need for more targeted and differentiated interventions, stronger collaboration between counselors, site teams, and families, and more consistent use of data to inform timely supports. The analysis also emphasized the importance of culturally responsive outreach and coordinated supports to address barriers to consistent attendance. This work will support more effective implementation of attendance practices and improve engagement for students identifying as Two or More Races in alignment with broader efforts to reduce chronic absenteeism and address equity gaps across the district.	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses student groups in the lowest-performing academic level, including Socioeconomically Disadvantaged, Filipino, Two or More Races, Students with Disabilities, and White.		
3.2	Parent Engagement	Engage parents and families through interactive collaborative workshops, classes, activities, and events	\$20,000.00	No
3.3	Social Emotional Learning and Support	Provide school wide support for students' social emotional needs and development. This goal provides support for all students with an emphasis on English Learners, Foster Youth, and Low Income students. DIFFERENTIATED ASSISTANCE (DA): In addition to the needs identified for unduplicated pupil groups, the district was identified for Differentiated Assistance in Priority 5 and Priority 6 based on the performance of students identifying as Two or More Races in chronic absenteeism and suspension, and in Priority 6 for Students with Disabilities in suspension. While this action focuses on schoolwide social emotional supports, the Differentiated Assistance process highlighted the need to strengthen implementation to better support these student groups. Through this process, the district identified the need for more consistent tiered supports, stronger alignment of behavioral practices, and increased use of inclusive and restorative approaches. This work will strengthen implementation of social emotional supports and improve student engagement and behavior in alignment with efforts to address disparities.	\$938,659.00	Yes
3.4	Technology	Provide Technology Infrastructure and Support Personnel to support all aspects of school learning, programs, and culture. This goal supports all students with an emphasis on English Learners, Foster Youth, and Low Income students in order to ensure equitable access to technology.	\$1,641,744.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Arts Education	Provide Arts instruction in elementary and middle school. This goal supports all students with an emphasis on English Learners, Foster Youth, and Low Income students.	\$549,119.00	Yes
3.6	Transportation	Ensure robust transportation options for families including a late bus following Expanded Learning Programs. This goal is for all students with an emphasis on English Learners, Foster Youth, and Low Income students in order to ensure safe routes to and from school.	\$2,039,891.00	Yes
3.7	Clean and Safe Facilities	Installation of HVAC systems in all student occupied classroom spaces throughout the district	\$0.00	No
3.8	Enrichment and Recreation	Provide supplemental opportunities for students to engage in enrichment and recreation programs after school and/or on weekends	\$2,259,714.00	No
3.9	Belonging - Inclusive Practices	Coaching and Support for the implementation of Inclusive instructional strategies including UDL, structured participation, and diverse/representative content and materials. Focus on traditionally marginalized groups such as: Students with Disabilities, English Learners, Two-or More Races, and specific ethnic/racial groups. DIFFERENTIATED ASSISTANCE (DA): The district was identified for Differentiated Assistance in Priority 5 and Priority 6 based on the performance of students identifying as Two or More Races in chronic absenteeism and suspension, and in Priority 6 for Students with Disabilities in suspension. Through this process, the district identified the need to strengthen inclusive instructional practices and build staff capacity to better support diverse learners. This action addresses these needs through coaching and professional learning focused on inclusive strategies to improve engagement and outcomes for identified student groups.	\$184,992.00	Yes

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
\$7433683	\$896052

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
33.831%	0.000%	\$0.00	33.831%

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
1.1	Action: Grade Level Instruction Need: Data indicates that unduplicated pupil groups, including English Learners, socioeconomically disadvantaged students, homeless students, and foster youth, continue to experience disparities in academic outcomes and require targeted support to access grade-level instruction.	Action 1.1 addresses the identified needs of unduplicated pupils by strengthening the quality and consistency of grade level core instruction across all classrooms. Data shows that English Learners, socioeconomically disadvantaged students, homeless students, and foster youth continue to experience gaps in achieving grade-level standards, highlighting the need for more effective first instruction.	CAASPP scores, Local Benchmark Scores for ELA and Math, SchoolPace data. Metrics: 1.1, 1.2, 1.3, 1.11

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 demonstrate the most significant need, remaining in the lowest performance level in English Language Arts with a distance from standard of -70, and Long-Term English Learners further below at -84. In mathematics, English Learners are at -92 and Long-Term English Learners at -125. These trends highlight the need for stronger language development, consistent implementation of ELD standards, and more intentional integration of language supports within core instruction. Socioeconomically disadvantaged students have shown some improvement, particularly in mathematics; however, performance in English Language Arts at -59.8 and continued gaps in math indicate that additional support is still needed to accelerate learning. Homeless students continue to demonstrate significant need, with performance in English Language Arts at -65.1 and mathematics at -95. These outcomes reflect the impact of mobility and inconsistent access to instruction, reinforcing the need for coordinated academic and social-emotional supports. Although the number of foster youth is too small to generate publicly reportable data, local data and site observations indicate ongoing academic and social-emotional challenges, requiring continued targeted support and coordination of services.	This action focuses on improving curriculum implementation and instructional practices, including the development of a math leadership team and the adoption of a new mathematics curriculum aligned to the California Mathematics Framework. It also emphasizes building teacher capacity to provide appropriate scaffolds, differentiation, and language supports within core instruction so that all students can access grade-level content. Action 1.1 is implemented on an LEA-wide basis because unduplicated pupils are present across all schools. A districtwide approach ensures consistent, high-quality instruction and supports improved outcomes for all students.	

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
	Overall, unduplicated pupils in Ocean View School District face overlapping challenges that impact their ability to fully access rigorous, grade-level content. These data trends reinforce the need for a more focused and intentional approach, particularly in language development, mathematics, and targeted supports for students with the greatest needs. These identified needs have informed the district's decision to narrow its focus and strengthen supports to ensure more equitable outcomes for all students. DIFFERENTIATED ASSISTANCE (DA): In addition to the needs identified for unduplicated pupil groups, the district was identified for Differentiated Assistance in Priority 4 based on the performance of students with disabilities in English Language Arts and mathematics. While this action primarily addresses access to grade-level instruction for unduplicated pupils, the Differentiated Assistance process highlighted the need to strengthen how core instruction under Action 1.1 is designed and delivered to ensure accessibility for all learners, including students with disabilities. Through this process, the district analyzed instructional practices and identified the need for more consistent implementation of differentiated instruction, stronger integration of language and academic supports, and increased alignment between general education and specialized services. This work will support more effective implementation of Action 1.1		

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
	and improve outcomes for students with disabilities in alignment with broader efforts to address equity gaps across student groups. Scope: LEA-wide		
1.2	Action: Data and Assessment Need: Provide timely data related to student academic learning and progress. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Differentiated Assistance (DA): The district's identification for Differentiated Assistance in Priority 4 due to the performance of students with disabilities in English Language Arts and mathematics also highlighted the need to strengthen data practices under Action 1.2. Through the Differentiated Assistance process, the district analyzed how student data is used to inform instruction and identified the need for more consistent disaggregation of data, clearer alignment between data analysis and instructional decision-making, and stronger use of data to support students with	Data systems and assessment tools to provide students, teachers, and families with current specific performance data and analysis of student learning progress. This action aims to address these disparities and ensure that both student groups and individual student data are correctly captured, analyzed, and addressed at the district, school, grade level, classroom, and individual student level with a particular focus on supporting the needs of unduplicated student groups. To ensure data is utilized as a holistic approach to address student learning needs, OVSD has partnered with VCOE to create data dashboards through our SIS, which allows data teams to review multiple metrics, academic, attendance, behavior, etc., all in one place.	Demonstrated use of data reports in MTSS and Instructional Planning Metrics: 1.1, 1.2, 1.3, 1.11

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
	disabilities. In response, the district has consulted with VCOE SELPA, instructional partners, and outside experts to refine data systems and strengthen coaching models that support educators in effectively using data to guide instruction. This includes a focus on ensuring that data is used not only to identify gaps, but to inform targeted strategies that improve access to grade-level content and academic outcomes for students with disabilities and other student groups. Scope: LEA-wide		
1.3	Action: Multi-Tiered System of Support Need: Based on data analysis, a significant percentage of students in the LEA are below grade level. Additionally, high performing students are not always achieving a year's learning growth. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Supporting the needs of unduplicated student groups, more than 80% of OVSD students is essential to close the achievement gap.	MTSS will ensure consistent and regular data analysis, the creation of appropriate interventions and acceleration, and the improvement of core instruction. This action now includes the implementation of research-based intervention curricula and a systematic approach to mapping interventions. This action aims to address these disparities and ensure that both student groups and individual student support is correctly identified and aligned with student needs, with a particular focus on ELs, students who are reported as SED, and Homeless students.	Student academic performance data, MTSS records Metrics: 1.1, 1.2, 1.3, 1.11

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
	Scope: LEA-wide		
1.4	Action: Professional Development and Coaching Need: Based on Educational partner surveys and student performance data there is a need for improved instruction in the areas of Early Literacy, Core Instruction, Instructional Strategies to support Universal design for learning, English Language Development, and Students with Disabilities. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide	Professional Development will target the the educators and their implementation of teaching and learning to yeild improved academic outcomes for all students and specifically unduplicated pupils. This action aims to address these disparities and ensure that educators are supported in addressing biases, providing grade-level instruction, and monitoring all student growth in their classroom and campus with a particular focus on supporting the needs of unduplicated student groups	Student Performance Data (SchoolPace, STAR, CAASPP, ELPAC) Metrics: 1.1, 1.2, 1.3, 1.11
1.6	Action: Instructional Strategies & Individualized Student Learning Needs Need: Data analysis shows a need for improved learning outcomes for All students and especially SWD, and ELs. Unduplicated pupils, while the majority of the student population in OVSD often face unique	Professional Development and coaching support (previously allocated), along with site psychologists for each school.This action aims to address these disparities and ensure that well-researched current instructional and support strategies are developed and implemented among all educational providers in the district with a particular focus on supporting the needs of unduplicated student groups.	Student Performance Data, local and state. Metrics: 1.1, 1.2, 1.3, 1.11

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
	challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide		
1.7	Action: Indirect Costs Need: Indirect costs are the neccessary behind the scenes costs of making sure all programs run smoothly and effectively including processing payroll, providing for hiring of employees, etc. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which creates additional clerical work to ensure all the needed supplemental programs and supports are in place. Scope: LEA-wide	This action aims to address these disparities and ensure that all LCAP goals and actions are implemented with a particular focus on supporting the needs of unduplicated student groups.	Metric 1.4, 1.5, 1.6, 1.7, 1.8
1.9	Action: Literacy Development Need: Provide targeted literacy support through the addition of early literacy coaches to strengthen	Action 1.9 addresses the needs of unduplicated pupils by strengthening early literacy, an area where data shows significant need, with more than half of students requiring intervention by second grade. These gaps disproportionately impact English Learners, socioeconomically	Student Performance Data, local and state. Metrics: 1.1, 1.2, 1.3, 1.11

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
	foundational reading skills and ensure students can access grade-level content. Data indicates a significant need in early literacy, with more than half of students requiring intervention support by second grade, highlighting gaps in foundational reading skills. Research shows that proficiency in early literacy is critical for long-term academic success, particularly as students transition from learning to read to reading to learn. Without strong reading skills, students struggle to access content across subject areas, which can widen achievement gaps over time. This need is especially pronounced for unduplicated pupil groups, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, who often face additional barriers that impact early literacy development. In response, Action 1.9 provides early literacy coaches to support teachers through modeling, coaching, and the implementation of evidence-based practices. This approach is intended to strengthen core instruction, reduce the number of students requiring intervention, and improve reading outcomes, particularly for unduplicated pupils. Differentiated Assistance (DA): The district's identification for Differentiated Assistance in Priority 4 due to the performance of students with disabilities in English Language Arts highlights the importance of strengthening early literacy instruction as part of a	disadvantaged students, foster youth, and students experiencing homelessness, who often face additional barriers to developing foundational reading skills. By providing early literacy coaches, the district supports teachers in delivering evidence-based instruction and building strong Tier 1 practices, ensuring unduplicated pupils have access to high-quality literacy instruction early on. This approach is intended to reduce later intervention needs and improve long-term outcomes. This action is implemented LEA-wide because all schools serve a high percentage of unduplicated pupils. A systemwide approach ensures consistent, equitable access to strong literacy instruction and support across all sites.	

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
	comprehensive approach to improving outcomes. Through the Differentiated Assistance process, the district identified the need to ensure that foundational reading instruction is accessible to all learners, including students with disabilities, and that early intervention strategies are effectively implemented. In response, the district has consulted with VCOE SELPA, instructional partners, and outside experts to strengthen early literacy practices and coaching models. This includes ensuring that literacy instruction incorporates differentiated strategies, supports language development, and aligns with inclusive practices so that students with disabilities can access and benefit from high-quality early reading instruction. These efforts will support improved outcomes in English Language Arts and contribute to closing achievement gaps for this student group. Scope: LEA-wide		
2.1	Action: Leader in Me Need: Based on educational partner input, there is a need for increased shared leadership and increased individual leadership skills and strategies for students, families, and staff. Unduplicated pupils and their families, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources,	Provide training and ongoing coaching and collaboration in the 7 Habits of Highly Effective People and increase shared decision making. This action aims to address these disparities and ensure that improved culture and leadership strategies are developed and implemented among all educational partners in the district including certificated and classified employees, parents and families, and students with a particular focus on supporting the needs of unduplicated student groups.	Annual measured results assessment and meeting agendas and minutes Metric: 2.1, 2.2

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
	and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide		
2.2	Action: Family, Parent, and Caregiver Engagement Need: Parent/Caregiver engagement continues to be a noted area for growth in our needs assessments. Families of unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide	Provides an FTE dedicated to providing support for parents with specific engagement needs and to help leverage community and district resources for OVSD Families. Parent/Caregiver workshops, parenting classes, and the Leader In Me Family component will help solidify common community language and increase home/school connectedness. Provide hospitality and materials for parent meetings and family events. This action aims to address these disparities and ensure that family engagement strategies are developed and implemented with a particular focus on supporting the needs of unduplicated student groups and their families.	Measured Results Assessment. Metric: 2.1, 2.2
2.3	Action: Instructional Leadership Need: All data analysis shows the importance of leadership and support in the implementation of LCAP goals and actions. Specifically Ed Services, Special Populations, MTSS, and Expanded Learning Programs require	Identified Leaders (Assistant Superintendent, Ed Services, Director Special Populations, Director Expanded Learning) and clerical staff (Secretary Ed Services, Secretary Special Populations, Secretary Expanded Learning) will ensure the full implementation of the LCAP. This action aims to address these disparities and ensure that all LCAP goals and actions are implemented with a	Metrics: 2.1, 2.2, 1.1, 1.2, 1.3, 1.11

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
	leadership. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their academic progress. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide	particular focus on supporting the needs of unduplicated student groups.	
3.1	Action: Attendance Monitoring and Chronic Absenteeism Need: Both Average Daily attendance and Chronic Absenteeism rates in OVSD demonstrates significant need for attention. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their attendance in school. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. DIFFERENTIATED ASSISTANCE (DA): In addition to the needs identified for unduplicated pupil groups, the district was identified for Differentiated Assistance in Priority 5 based on the performance of students identifying as Two or More Races in the area of chronic absenteeism. While this	This action aims to address these disparities and ensure that student attendance strategies and supports are developed and implemented with a particular focus on supporting the needs of unduplicated student groups and their families.	Metrics: 3.1, 3.2

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
	action primarily addresses attendance monitoring and engagement for all students, the Differentiated Assistance process highlighted the need to strengthen how attendance systems and interventions are implemented to better support this student group. Through this process, the district analyzed attendance practices and identified the need for more targeted and differentiated interventions, stronger collaboration between counselors, site teams, and families, and more consistent use of data to inform timely supports. The analysis also emphasized the importance of culturally responsive outreach and coordinated supports to address barriers to consistent attendance. This work will support more effective implementation of attendance practices and improve engagement for students identifying as Two or More Races in alignment with broader efforts to reduce chronic absenteeism and address equity gaps across the district. Scope: LEA-wide		
3.3	Action: Social Emotional Learning and Support Need: CHKS data and MRA data show a need for increased student connectedness at school. Unduplicated pupils, while the majority	Provide 1 counselor per school (including after-school counseling availability for students), a behavior specialist to work with teachers and schoolwide staff to address more serious behavior needs, and ensure elementary schools have a paraprofessional on site who is trained in supporting behaviorally challenged students. This	MRA and CHKS data Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

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
	of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their school connectedness. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. DIFFERENTIATED ASSISTANCE (DA): In addition to the needs identified for unduplicated pupil groups, the district was identified for Differentiated Assistance in Priority 5 and Priority 6 based on the performance of students identifying as Two or More Races in chronic absenteeism and suspension, and in Priority 6 for Students with Disabilities in suspension. While this action focuses on schoolwide social emotional supports, the Differentiated Assistance process highlighted the need to strengthen implementation to better support these student groups. Through this process, the district identified the need for more consistent tiered supports, stronger alignment of behavioral practices, and increased use of inclusive and restorative approaches. This work will strengthen implementation of social emotional supports and improve student engagement and behavior in alignment with efforts to address disparities. Scope: LEA-wide	action aims to address these disparities and ensure that family social-emotional learning needs with needed increased intensity for identified students are developed and implemented with a particular focus on supporting the needs of unduplicated student groups and their families.	

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
3.4	Action: Technology Need: Educational Partner focus groups have expressed the importance of continued modernization and maintenance of technology in schools and for students. Student materials and curriculums have also largely shifted to electronic formats dictating the need for student devices. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their access to learning technology outside of what is provided by the school. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide	The district continues to implement 1:1 devices for 1st-8th grade, and all classrooms have robust tech systems to aid in the classroom learning environment and culture. This action aims to address these disparities and ensure that family student and classroom technology needs are modern and aligned to the latest technology research with a particular focus on supporting the needs of unduplicated student groups and their families.	Student Learning Outcomes, MRA, and Focus Group Feedback Metrics 3.6
3.5	Action: Arts Education Need: Educational Partner surveys demonstrate an interest in increased enrichment programs within the school day in addition to supplemental programs beyond the school day. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their access	Provide one Middle School Band teacher and one Middle School Art Teacher in addition to one certificated elementary school ARTS Resource Teacher and one elementary school ARTS paraprofessional. This action aims to address these disparities and ensure that art instruction is available to ALL students with a particular focus on supporting the needs of unduplicated student groups and their families.	MRA and student request for ARTS electives Metric: 3.6

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
	to arts education outside of the school day. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide		
3.6	Action: Transportation Need: OVSD serves a large number of rural students who reside a significant distance from the school or whose direct route to school requires traveling on rural roads without sidewalks or necessitates the crossing of major highways. Unduplicated pupils, while the majority of the student population in OVSD often face unique challenges such as language barriers, limited access to resources, and socio-emotional needs which can hinder their ability to provide private transportation to or from school. Additionally, they are frequently victims of unconscious bias among educators, peers, and families. Scope: LEA-wide	By providing significant amounts of transportation options, all students may arrive at school on time and be transported home at the end of the school day or through the Expanded Learning after-school programs. This action aims to address these disparities and ensure that a safe route to and from school is available to students and families with a particular focus on supporting the needs of unduplicated student groups and their families.	Transportation Routes Metric: 3.6
3.9	Action: Belonging - Inclusive Practices Need:	This action addresses identified needs by building staff capacity to implement inclusive instructional strategies such as Universal Design for Learning, structured participation, and the use of diverse and representative materials. These practices improve	3.1, 3.2, 3.4, & 3.6

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
	Data analysis indicates a need to strengthen inclusive instructional practices to improve access, engagement, and participation for unduplicated pupils and student groups experiencing disparities, including Students with Disabilities, English Learners, and students identifying as Two or More Races. Current systems are in place, but outcomes suggest a need for more consistent implementation of strategies such as Universal Design for Learning, structured participation, and the use of diverse and representative instructional materials. There is also a need to increase student voice, representation, and sense of belonging within the classroom. DIFFERENTIATED ASSISTANCE (DA): The district was identified for Differentiated Assistance in Priority 5 and Priority 6 based on the performance of students identifying as Two or More Races in chronic absenteeism and suspension, and in Priority 6 for Students with Disabilities in suspension. Through this process, the district identified the need to strengthen inclusive instructional practices and build staff capacity to better support diverse learners. This action addresses these needs through coaching and professional learning focused on inclusive strategies to improve engagement and outcomes for identified student groups. Scope: LEA-wide	access, engagement, and participation for unduplicated pupils and other student groups experiencing disparities. This action is provided on an LEA-wide basis to ensure consistent implementation of inclusive practices across all schools, allowing all students to benefit while addressing the specific needs of unduplicated pupils.	

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
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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.

OVSD will employ paraprofessionals under Action 1.3, in coordination with seven categorically funded Resource Teachers (TOSAs) under Action 1.4, to provide increased direct student support at the elementary and junior high school levels. The TOSAs will coordinate intervention planning, including identifying students and developing intervention schedules, while paraprofessionals will provide targeted in-class literacy and mathematics intervention support designed to improve academic outcomes for foster youth, English learners, and low-income students.

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	NA	Laguna Vista: 1:19 Mar Vista: 1:42 Tierra Vista: 1:28 Ocean View Junior High: 1:79
Staff-to-student ratio of certificated staff providing direct services to students	NA	Laguna Vista: 1:17 Mar Vista: 1:21 Tierra Vista: 1:21 Ocean View Junior High: 1:20

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	21972833	7433683	33.831%	0.000%	33.831%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,928,721.00	\$6,310,045.00	\$0.00	\$823,260.00	\$16,062,026.00	\$10,643,217.00	\$5,418,809.00

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	Grade Level Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$739,200.00	\$84,200.00	\$655,000.00			\$739,200.00	
1	1.2	Data and Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$135,000.00	\$90,000.00	\$45,000.00			\$135,000.00	
1	1.3	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$2,648,653.00	\$0.00	\$1,408,911.00	\$1,239,742.00			\$2,648,653.00	
1	1.4	Professional Development and Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$2,116,835.00	\$275,034.00	\$1,618,609.00	\$5,000.00		\$768,260.00	\$2,391,869.00	
1	1.5	Additional Learning Time	All	No			All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
1	1.6	Instructional Strategies & Individualized Student Learning Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.7	Indirect Costs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$640,563.00	\$640,563.00				\$640,563.00	
1	1.8	English Learner Support	All English Learners	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.9	Literacy Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$794,499.00	\$49,617.00	\$469,499.00	\$374,617.00			\$844,116.00	
2	2.1	Leader in Me	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$82,000.00	\$1,000.00	\$81,000.00			\$82,000.00	

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
			Low Income			Low Income										
2	2.2	Family, Parent, and Caregiver Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$97,156.00	\$25,000.00	\$72,867.00	\$49,289.00			\$122,156.00	
2	2.3	Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$643,850.00	\$0.00	\$316,747.00	\$327,103.00			\$643,850.00	
3	3.1	Attendance Monitoring and Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$28,000.00	\$28,000.00				\$28,000.00	
3	3.2	Parent Engagement	All	No			All Schools	July 1, 2024 - June 30, 2027	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
3	3.3	Social Emotional Learning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$938,659.00	\$0.00	\$418,090.00	\$520,569.00			\$938,659.00	
3	3.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$683,284.00	\$958,460.00	\$1,591,119.00	\$30,625.00		\$20,000.00	\$1,641,744.00	
3	3.5	Arts Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	\$519,630.00	\$29,489.00	\$113,568.00	\$425,551.00		\$10,000.00	\$549,119.00	
3	3.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,648,869.00	\$391,022.00	\$1,783,964.00	\$255,927.00			\$2,039,891.00	
3	3.7	Clean and Safe Facilities	All	No			All Schools	MVS & TVS July-August 2024. LVS July-August 2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Enrichment and Recreation	All	No			All Schools	July 1, 2024 - June 30, 2027	\$551,782.00	\$1,707,932.00	\$129,092.00	\$2,130,622.00			\$2,259,714.00	
3	3.9	Belonging - Inclusive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$184,992.00	\$159,992.00			\$25,000.00	\$184,992.00	

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
21972833	7433683	33.831%	0.000%	33.831%	\$8,799,629.00	0.000%	40.048 %	Total:	\$8,799,629.00
								LEA-wide Total:	\$8,799,629.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

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 (%)
1	1.1	Grade Level Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,200.00	
1	1.2	Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.3	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,408,911.00	
1	1.4	Professional Development and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,618,609.00	
1	1.6	Instructional Strategies & Individualized Student Learning Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
1	1.7	Indirect Costs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$640,563.00	
1	1.9	Literacy Development	Yes	LEA-wide	English Learners Foster Youth		\$469,499.00	

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 (%)
					Low Income			
2	2.1	Leader in Me	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.2	Family, Parent, and Caregiver Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,867.00	
2	2.3	Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$316,747.00	
3	3.1	Attendance Monitoring and Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	
3	3.3	Social Emotional Learning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$418,090.00	
3	3.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,591,119.00	
3	3.5	Arts Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$113,568.00	
3	3.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,783,964.00	
3	3.9	Belonging - Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,992.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$17,329,692.00	\$15,763,366.38

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	Grade Level Instruction	Yes	\$517,522.00	\$430,766.38
1	1.2	Data and Assessment	Yes	\$80,000.00	\$100,076
1	1.3	Multi-Tiered System of Support	Yes	\$2,141,206.00	\$1,955,567
1	1.4	Professional Development and Coaching	Yes	\$2,111,087.00	\$2,110,776
1	1.5	Additional Learning Time	No	\$180,000.00	\$180,000
1	1.6	Instructional Strategies & Individualized Student Learning Needs	Yes	\$2,500.00	\$2,500
1	1.7	Indirect Costs	Yes	\$640,563.00	\$640,563
1	1.8	English Learner Support	No	\$0.00	\$0
2	2.1	Leader in Me	Yes	\$101,000.00	106000
2	2.2	Family, Parent, and Caregiver Engagement	Yes	\$121,693.00	77644
2	2.3	Instructional Leadership	Yes	\$613,878.00	570279

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)
3	3.1	Attendance Monitoring and Chronic Absenteeism	Yes	\$28,000.00	28000
3	3.2	Parent Engagement	No	\$20,000.00	30000
3	3.3	Social Emotional Learning and Support	Yes	\$954,544.00	785279
3	3.4	Technology	Yes	\$1,445,774.00	1469349
3	3.5	Arts Education	Yes	\$562,634.00	566206
3	3.6	Transportation	Yes	\$1,958,766.00	2232159
3	3.7	Clean and Safe Facilities	No	\$4,000,000.00	2627677
3	3.8	Enrichment and Recreation	No	\$1,850,525.00	1850525

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)
7445037	\$7,755,921.00	\$7,926,582.00	(\$170,661.00)	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)
1	1.1	Grade Level Instruction	Yes	\$317,995.00	158393		
1	1.2	Data and Assessment	Yes	\$80,000.00	100076		
1	1.3	Multi-Tiered System of Support	Yes	\$1,116,206.00	1224842		
1	1.4	Professional Development and Coaching	Yes	\$1,436,545.00	1085776		
1	1.6	Instructional Strategies & Individualized Student Learning Needs	Yes	\$2,500.00	0		
1	1.7	Indirect Costs	Yes	\$640,563.00	640563		
2	2.1	Leader in Me	Yes	\$1,000.00	40787		
2	2.2	Family, Parent, and Caregiver Engagement	Yes	\$96,693.00	77644		
2	2.3	Instructional Leadership	Yes	\$328,878.00	320754		
3	3.1	Attendance Monitoring and Chronic Absenteeism	Yes	\$28,000.00	0		
3	3.3	Social Emotional Learning and Support	Yes	\$454,544.00	485278		
3	3.4	Technology	Yes	\$1,400,816.00	1469349		
3	3.5	Arts Education	Yes	\$87,387.00	90960		

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)
3	3.6	Transportation	Yes	\$1,764,794.00	2232160		

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)
21964160	7445037	0	33.896%	\$7,926,582.00	0.000%	36.089%	\$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).

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