

# LCFF Budget Overview for Parents

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

CDS Code: 56-72512-0000000

School Year: 2021-22

LEA contact information:

Kelly Castillo

Assistant Supt- Ed Services

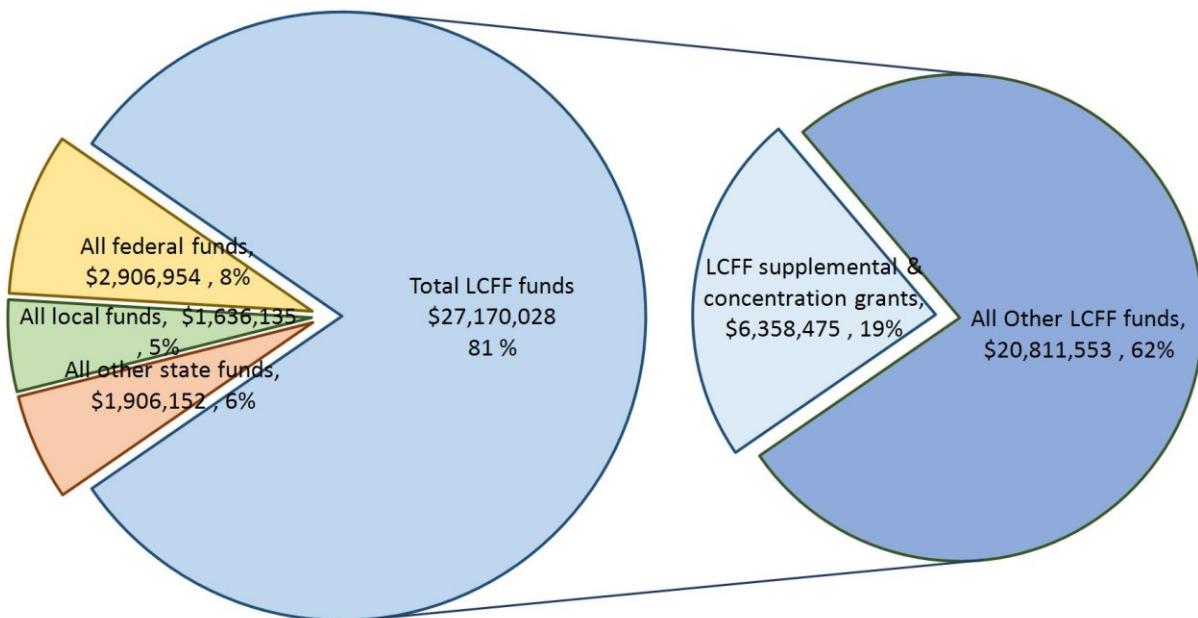
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

### Projected Revenue by Fund Source

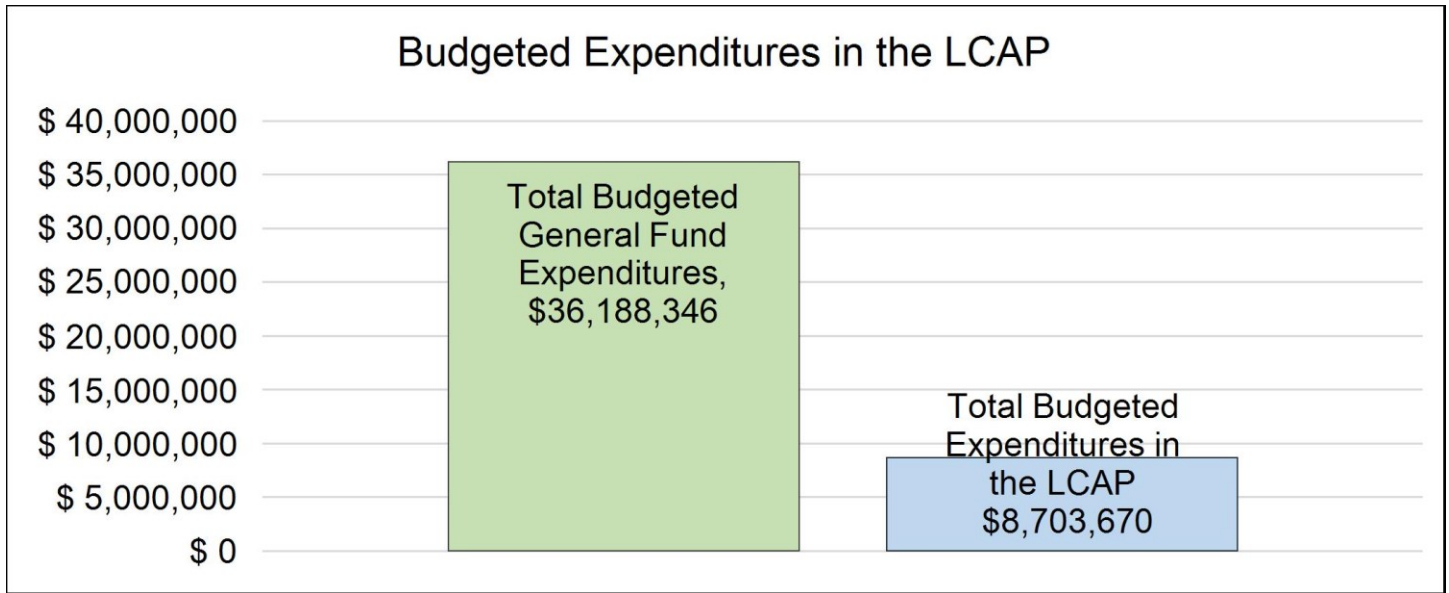


This chart shows the total general purpose revenue Ocean View School District expects to receive in the coming year from all sources.

The total revenue projected for Ocean View School District is \$33,619,269, of which \$27,170,028 is Local Control Funding Formula (LCFF), \$1,906,152 is other state funds, \$1,636,135 is local funds, and \$2,906,954 is federal funds. Of the \$27,170,028 in LCFF Funds, \$6,358,475 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ocean View School District plans to spend \$36,188,346 for the 2021-22 school year. Of that amount, \$8,703,670 is tied to actions/services in the LCAP and \$27,484,676 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

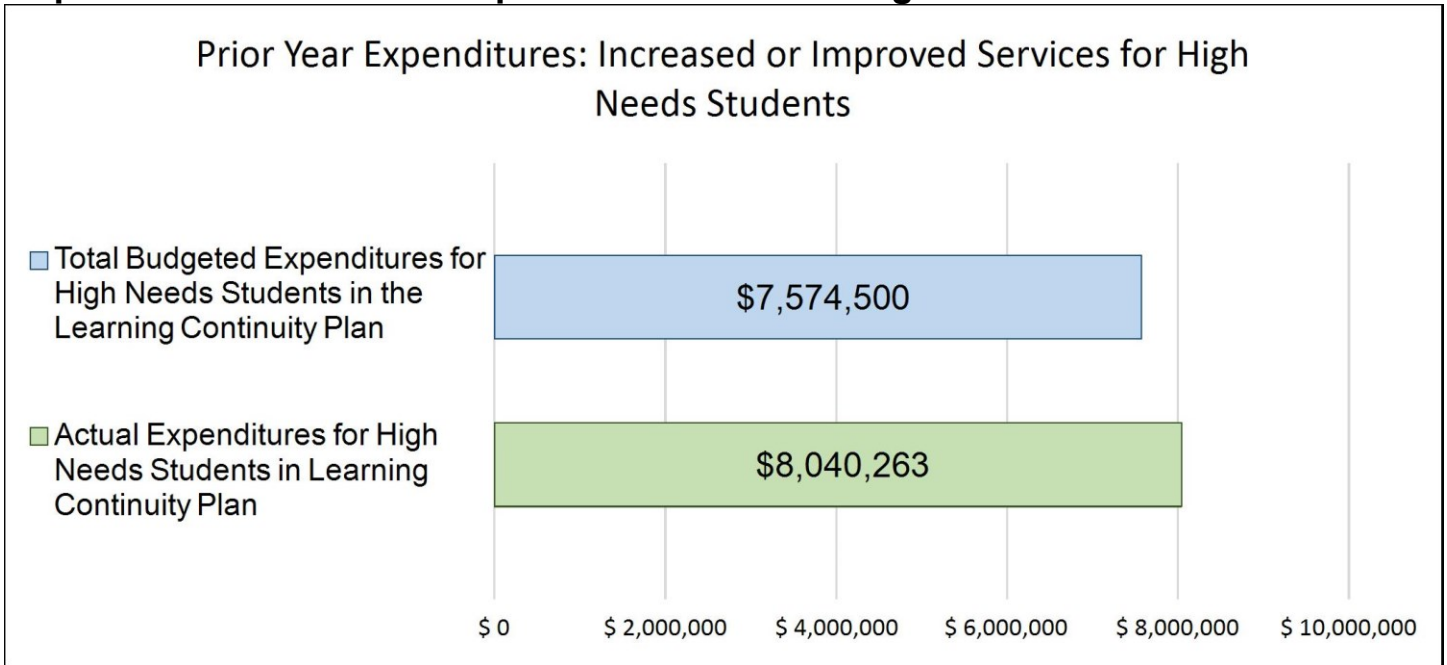
The total General Fund (GF) expenditure budget for the district is \$36,188,346. 75% of the GF budget is expended on salaries and benefits. These expenses pay for classroom teachers, instructional assistants, administration, duty assistants, custodians, librarians, site and district office support staff, technology staff, nurses, counselors and psychologists. The remainder of the GF budget is expended on items such as electricity, supplies for the 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 2021-22 School Year

In 2021-22, Ocean View School District is projecting it will receive \$6,358,475 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 \$8,730,670 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 2020-21



This chart compares what Ocean View School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Ocean View School District's Learning Continuity Plan budgeted \$7,574,500 for planned actions to increase or improve services for high needs students. Ocean View School District actually spent \$8,040,263 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ocean View School District	Kelly Castillo Assistant Supt- Ed Services	kcastillo@oceanviewsd.org (805) 488-4441

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal 1 Students are engaged in RIGOROUS and RELEVANT first instruction every day that is differentiated for all students at all instructional levels.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

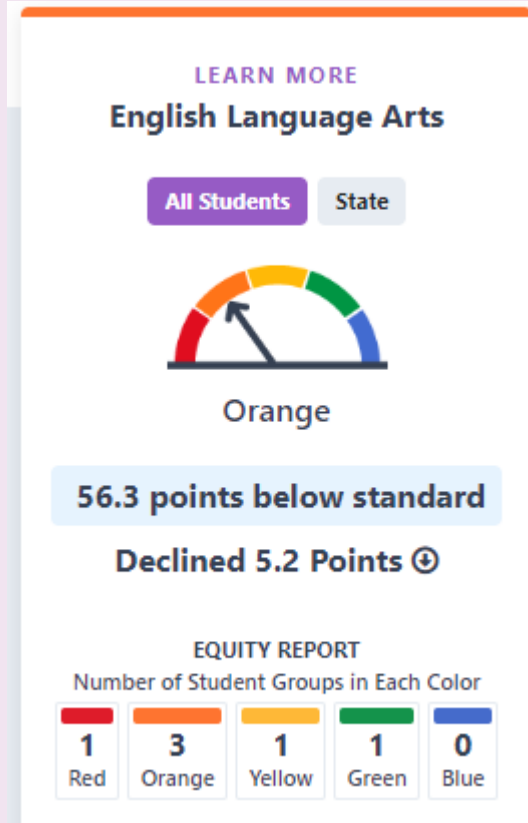
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Performance on standardized tests: CAASPP ELA</p> <p><b>19-20</b> Maintain or increase</p> <p><b>Baseline</b> Overall performance was in the "yellow" category for the most recent year available. (2015-16)</p>	<p>The district overall realized a decline in ELA performance from overall yellow to overall orange on the CA School Dashboard. However, this decrease is the result of a significant decline at the junior high, while elementary schools maintained or improved their dashboard results in ELA. All elementary schools are in the yellow range of the dashboard, and the junior high is in the orange. The total decline in the distance from met is 5.2points. And the distance from met for the district is 56.3 points below standard.</p>

**Expected**

**Actual**



**Metric/Indicator**

Performance on standardized tests: CAASPP Math

**19-20**

Maintain or increase

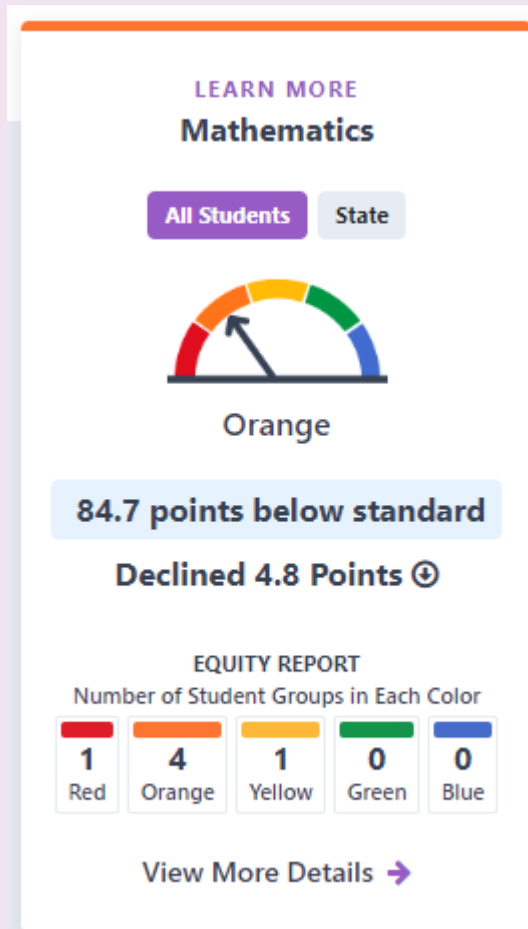
**Baseline**

Overall performance was in the "yellow" category for the most recent year available. (2015-16)

The district overall realized a decline in Math performance from overall yellow to overall orange on the CA School Dashboard. However, this decrease is the result of a significant decline at the junior high, while elementary schools maintained or improved their dashboard results in Math. All elementary schools are in the orange (1 school) or yellow range (2 schools) of the dashboard, and the junior high is in the red. The total decline in the distance from met is 4.8 points. And the distance from met for the district is 84.7 points below standard.

**Expected**

**Actual**



**Metric/Indicator**

EL Indicator - CA Dashboard

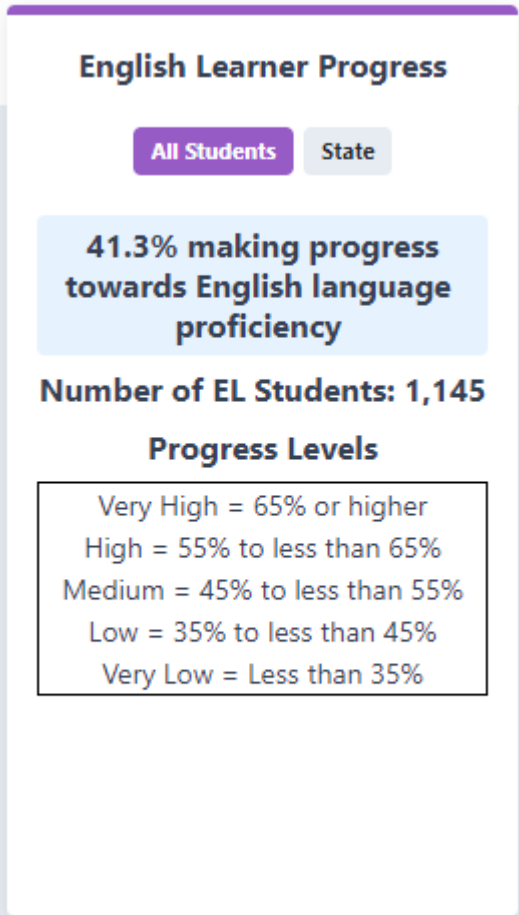
**19-20**

Maintain or increase

**Baseline**

Overall performance was in the "yellow" category for the most recent year available. (2015-16)

Although color reports are not available for the ELPI on the 2019 dashboard, EL progress as measured by language proficiency progress is in the Low Range. This is a baseline report and does not represent a decline specifically.

Expected	Actual
	 <p>The screenshot displays the 'English Learner Progress' dashboard. It features a title 'English Learner Progress' and two filter buttons: 'All Students' (selected) and 'State'. A central blue box highlights '41.3% making progress towards English language proficiency'. Below this, it states 'Number of EL Students: 1,145'. A section titled 'Progress Levels' is enclosed in a black box and lists: Very High = 65% or higher, High = 55% to less than 65%, Medium = 45% to less than 55%, Low = 35% to less than 45%, and Very Low = Less than 35%.</p>
<p><b>Metric/Indicator</b> EL reclassification rate</p> <p><b>19-20</b> maintain or increase</p> <p><b>Baseline</b> Data quest error shows 1 student. Our records show 71 students in 15-16, a rate of 4%</p> <p><b>Metric/Indicator</b></p>	<p>In 2017-2018 there was a significant increase in Reclassification Rate. 188 students were reclassified for a reclassification rate of 10.5%. In 2018-2019 Although this represents a significant bump in the reclassification rate, there is not a belief that this reclassification rate will be in 2018-2019 or 2019-2020.</p> <p>This metric is the same metric as the Dashboard ELPI measure above.</p>



Expected	Actual
<p>The percentage of English learner pupils who make progress toward English proficiency, as certified by the state board (state test)</p> <p><b>19-20</b> maintain or increase</p> <p><b>Baseline</b> no state data available</p>	
<p><b>Metric/Indicator</b> Not Applicable: API, share of students college and career ready, share of students that pass AP exams, share of students prepared for college by the EAP,</p> <p><b>19-20</b> NA</p> <p><b>Baseline</b> NA</p>	N/A

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide I pads for all grade 3-8 students and classroom sets for TK-2. Grade 6-8 students will be able to take I pads home due to limited technology access in homes. Provide 2 course sections for the Coding/Application development elective for grades 6-8 to increase the number of students with those skills .</p> <p>2. Upgrade facilities, infrastructure, devices, as needed for 21st century vision for learning. Install flat screen TV/Apple TV set up in more classrooms. Provide additional casual labor support as needed to accelerate set up of devices and infrastructure. Provide a full time Data Support Clerk to assist with implementation of the many online and software based resources needed to implement the district vision for 21st century learning.</p>	<p>Ipad lease annual 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 200,000</p> <p>5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 700,000</p> <p>2000-2999: Classified Personnel Salaries General Fund - Unrestricted 70000</p>	<p>Ipad lease annual 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 186,460</p> <p>5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 684,525</p> <p>2000-2999: Classified Personnel Salaries General Fund - Unrestricted 75,094</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. Provide Instructional Assistants to ensure differentiated learning opportunities in the classrooms. Increases adult/student ratio, supports early instruction, intervention, and acceleration while providing increased individual and/or small group instruction.	Instructional Assistants 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 500,000	Instructional Assistants 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 540,974
4. Maintain an average class size of 24 students in grade TK-3 and 30 students in grades 4-8.	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 1,580,092	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 1,272,446
5. Provide additional teachers for the Jr. High in a restructured model order to: provide a Resource Teacher focused on Jr. High Instructional needs including ELD, UDL, Intervention, SAI Inclusion Model, and Electives in order to ensure dail, grade-level Rigorous and Relevant first instruction for all students, provide increased ELD and ELA Intervention courses, increased Math Intervention and Acceleration courses, and increased elective offerings.	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 700,000	1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 472,762
6. Provide extensive Response to Intervention (RTI) (Also known as Multi-Tiered System of Support- MTSS) program during school day based on the Universal Design for Learning (UDL) to provide assistance to grade level rigor for students needing additional support. Resource Teacher additionally at each elementary site and one at the Jr. High for added support . Instructional assistants also provided as support to the program. Provide online assessment system to monitor achievement in Reading.	Elementary Site Resource and Jr. High Reading Teacher 1000-1999: Certificated Personnel Salaries Title I 450,000  Instructional Assistants 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 0  STAR testing system license Services and Other 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 33,000	Elementary Site Resource and Jr. High Reading Teacher 1000-1999: Certificated Personnel Salaries Title I 549,447     STAR testing system license Services and Other 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 10,000
7. Expand and Refine Two Way Immersion Programs (TWI) offered as options for English Learners. All students will be offered the option to enter into a TWI program focused on a Biliteracy Framework in Kindergarten. Mar Vista Elementary to offer Two Way Immersion	General Fund - Unrestricted 1,000,000	General Fund - Unrestricted 328,238

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Program, K-5 2019-20. Tierra Vista TWI program will be maintained (K-5).Ocean View Jr.High to offer TWI 6-8. Provide District Resource teacher to support district wide TWI and TBE program development and teacher support.</p> <p>8. Provide Home to school transportation for students. Transportation provided to improve attendance and tardies and ensure opportunities for families to select among program options (Dual 50/50, Dual 80/20, and STEAM focus).</p>	<p>Home to School Transportation 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 341,707</p> <p>Home to School Transportation 3000-3999: Employee Benefits General Fund - Unrestricted 151,604</p> <p>Home to School Transportation 4000-4999: Books And Supplies General Fund - Unrestricted 130,200</p> <p>Home to School Transportation 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 101,728</p> <p>Home to School Transportation 6000-6999: Capital Outlay General Fund - Unrestricted 167,822</p>	<p>Home to School Transportation 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 217,761</p> <p>Home to School Transportation 3000-3999: Employee Benefits General Fund - Unrestricted 80,029</p> <p>Home to School Transportation 4000-4999: Books And Supplies General Fund - Unrestricted 58,805</p> <p>Home to School Transportation 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 127,164</p> <p>Home to School Transportation 6000-6999: Capital Outlay General Fund - Unrestricted 25,613</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID 19, many of the funds had to be shifted to prepare for distance learning. This included using transportation services for meal delivery program for families, reduction of site resource teachers to increase teachers in the classroom, and purchase of digital curriculum to support fully virtual teaching and learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Clearly, the COVID19 crisis and closing of the physical school buildings in Spring 2020 extending through Spring 2021 created significant adjustments in the implementation of instruction, social emotional support, and student and family well-being and support. The district determined families were struggling to pick up meals at the schools on a daily basis so shifted to a weekly meal delivery service using transportation funds and Federal School Lunch Program Funding. This program was very popular with the community and recognized as a success.

## Goal 2

Goal 2 Provide a safe and healthy learning environment for students

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> School attendance rates</p> <p><b>19-20</b> Maintain at 96% or increase.</p> <p><b>Baseline</b> 96%</p>	<p>School Attendance was over 96% prior to COVID19, but declined following the shift to Distance Learning.</p>
<p><b>Metric/Indicator</b> Chronic absenteeism rate/Chronic Absence Indicator</p> <p><b>19-20</b> maintain at 6.5% or decrease (based on internal data)</p> <p><b>Baseline</b> 7.1% (based on internal data)</p> <p><b>Metric/Indicator</b> Pupil suspension rates</p> <p><b>19-20</b> Maintain at 1.74% or decrease.</p> <p><b>Baseline</b> 1.74%</p>	<p>Due to the interrupted school year, this data is not available in a meaningful way.</p> <p>Due to the interrupted school year, this data is not available in a meaningful way.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Pupil expulsion rates</p> <p><b>19-20</b> Maintain at .01% or decrease.</p> <p><b>Baseline</b> .01%</p> <p><b>Metric/Indicator</b> California Healthy Kids Survey (CHKS) Grade 7 results</p> <p><b>19-20</b> Increase or maintain- Opportunities for Meaningful Participation 21% and Caring Adult Relationships 42%</p> <p><b>Baseline</b> Opportunities for Meaningful Participation 16%</p> <p>Caring Adult Relationships 37%</p> <p><b>Metric/Indicator</b> Meal participation rates for 6-8 breakfast</p> <p><b>19-20</b> Increase grade 6-8 breakfast participation to 60%</p> <p><b>Baseline</b> 6-8 breakfast participation at 40%</p>	<p>Due to the interrupted school year, this data is not available in a meaningful way.</p> <p>The administration of the Healthy Kids Survey was postponed.</p> <p>Meal Participation was strong, due to shift to meal delivery system.</p>
<p><b>Metric/Indicator</b> Enrollment records</p> <p><b>19-20</b> Maintain student access and enrollment in all required areas of study.</p> <p><b>Baseline</b> Students have access and are enrolled in all required areas of study.</p>	<p>Met.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Middle school drop out rate</p> <p><b>19-20</b> maintain</p> <p><b>Baseline</b> 0</p> <p><b>Metric/Indicator</b> Not applicable: High school drop out rates, High school graduation rates</p> <p><b>19-20</b> not applicable</p> <p><b>Baseline</b> not applicable</p>	<p>Due to the interrupted school year, this data is not available in a meaningful way.</p> <p>N/A</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide counseling services at all schools. Counselors will be available at all sites to support school programs to create safe school environments, and maintain high attendance rates and reduce chronic absenteeism with programs such as anti-bullying programs, drug and tobacco resistance, and to support individual and small groups of students with school adjustment or behavior issues. They will work more intensively with students with poor attendance to prevent chronic absenteeism, and develop individual plans as needed, in collaboration with school staff and the district nurse. They also will provide crisis counseling as needed. Schools will maintain school wide discipline programs aligned with the principles of Restorative Justice, CHAMPs, or other effective behavior model. Counselors will assist with training more staff in the principles of Restorative Justice. Specifically, Counselors will address the discipline and support for African American and Foster Youth. Counselors will implement a proactive check-in system for students at risk in any target area (attendance, discipline, etc.) Focus will be to increase students feelings that they have a caring relationship with adults at school, and meaningful participation in school based on</p>	<p>5 Counselors 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 400,000</p>	<p>5 Counselors 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 470,074</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CHKS results. Provide 2 counselors for Ocean View Junior High and 1 counselor at each of the elementary schools for a total of 5 district counselors. One counselor will be assigned to focus on the needs of foster youth and will receive monthly updates on enrollment.</p> <p>2. Continue to improve meals program. Maintain "from scratch" meals in the lunch program. Add additional scratch breakfast item to breakfast in classroom at elementary sites. Develop a five year strategic plan for sites with Chef Ann Foundation grant. Increase use of local produce. Investigate composting kitchen waste to use in school gardens. Collaborate with Boys and Girls Club to maintain after school garden club (Sprout Scouts). Implement a Harvest of the Month Event to help students eat seasonal produce and taste new food to develop healthy eating habits and combat childhood obesity. Involve students in the school garden harvest with taste tests and recipes developed by students for use on the lunch menu.</p> <p>3. Safe school practices: Continue "closed campus" policy at all sites. All visitors/parents will register in the office and present identification before going on campus. For efficiency, electronic sign in and out will be implemented for parent and visitor convenience. District Safety committee will meet on a regular basis to monitor needs.</p>	<p>Nutrition Services Supervisor 2000-2999: Classified Personnel Salaries National School Lunch Program - Federal Funding 100,000</p> <p>Food Corp Services 5800: Professional/Consulting Services And Operating Expenditures General Fund - Unrestricted 7,000</p> <p>No additional costs</p>	<p>Nutrition Services Supervisor 2000-2999: Classified Personnel Salaries National School Lunch Program - Federal Funding 112,935</p> <p>Food Corp Services 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 0</p> <p>N/A</p>
<p>4. District will partner with Operation School Bell to provide needy students with new school clothes, TK-5. Approximately 90 students will be served.</p> <p>5. Partner with Boys and Girls Club of Oxnard/Port Hueneme to provide an afterschool program at each school for approximately 300 students that includes academic enrichment and recreational activities. Includes teacher liaison at each site for alignment with regular day program.</p>	<p>Bus transportation 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 500</p> <p>Contract with Boys and Girls Club to implement program 5000-5999: Services And Other Operating Expenditures Restricted Funds 450,085</p>	<p>Bus transportation 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 0</p> <p>Contract with Boys and Girls Club to implement program 5000-5999: Services And Other Operating Expenditures Restricted Funds 431,672</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6. Transition to the new Student Information system (SIS System Q) to improve all Student Information efficiency and facilitate early identification of chronic absentees.	no additional costs 0	N/A
7. Provide Social Emotional Learning Training and follow up support for all teachers and support implementation at all schools.	5800: Professional/Consulting Services And Operating Expenditures General Fund - Unrestricted 3,000	5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Meal preparation had to be adjusted due to Meal Delivery Program. After school program services were provided, but these services shifted to virtual programming and participation declined. Counselor costs were higher than originally budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district's five counselors were key to supporting students and families. Counselors made contact with students with identified SEL support needs, provided individual and group counseling groups, provided parent support group meetings, and supported and trained teachers on identifying and supporting student Trauma and emotional distress. Parent engagement coordinator provided supplemental resources and supports to families struggling at this time. More intensive SEL programming was provided.

## Goal 3

Goal 3 Provide a high quality learning environment that includes well maintained facilities, appropriate materials, differentiated instruction, and well-trained educators.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            A. Facilities Inspection Tool (FIT)</p> <p><b>19-20</b>            Maintain facilities in good condition as measured by FIT results.</p> <p><b>Baseline</b>            Facilities in good condition</p>	<p>Facilities were maintained and regularly inspected.</p>
<p><b>Metric/Indicator</b>            B. Implementation of state standards- Records of curriculum purchases and work on development and enhancement</p> <p><b>19-20</b>            Continue to refine and enhance the district curriculum</p> <p><b>Baseline</b>            NGSS aligned curriculum purchased K-8. CCS aligned math curriculum 6-8 purchased. CCS aligned 6-8 Language Arts curriculum has been created and implemented. K-5 math and language arts curriculum units have been developed and are being improved and modified. Designated and integrated ELD lessons aligned with ELD standards are integrated to support content. Work on TK-8 Art and PE curriculum has started.</p>	<p>ARC Core was purchased and training provided for all K-5 teachers. Amplify Science was adopted for 6-8 science.</p>
<p><b>Metric/Indicator</b>            C. Records of teacher assignment and credentials</p>	<p>All teachers are fully credentialed and correctly assigned.</p>

Expected	Actual
<p><b>19-20</b> Maintain 100% compliance with teacher assignment and credentialing regulations</p> <p><b>Baseline</b> 100% compliance with teacher assignment and credentialing regulations</p>	
<p><b>Metric/Indicator</b> D.Course descriptions and enrollment records</p> <p><b>19-20</b> Maintain K-8 access to and enrollment in a broad course of study.</p> <p><b>Baseline</b> K-8 students have access to and enrollment in a broad course of study.</p>	<p>Jr. High continued to implement seven period day until COVID19 crisis allowing all students access to rigorous core coursework and ELD, Intervention, and electives. Including English Learners and Special Education Students. Elementary students participated in a fully rounded day with all core subjects.</p>
<p><b>Metric/Indicator</b> E. Implementation of state standards- Records of professional development</p> <p><b>19-20</b> Continue to offer professional development and support to teachers</p> <p><b>Baseline</b> A variety of professional development is provided to teachers to support learning related to Common Core standards in math, language arts, history social science, ELD, NGSS, the district vision for 21st century learning, GLAD, PE standards, technology integration, Visual and Performing Arts standards, and dual immersion/world language programs.</p>	<p>The district continued to send teachers and administrators to the UnboundEd Standards Institute both in person in January 2020 and virtually in summer 2020. Additionally, Professional development modules were developed using UDL strategies to engage teachers in self selected and focused PD.</p>
<p><b>Metric/Indicator</b> F. Implementation of state standards</p> <p><b>19-20</b> not applicable</p>	<p>N/A</p>

Expected	Actual
<p><b>Baseline</b> Career Technical Education, not applicable</p>	
<p><b>Metric/Indicator</b> G. Implementation of state standards- Health Education and Model School Library Standards</p> <p><b>19-20</b> provide professional development as needed</p> <p><b>Baseline</b> need to establish baseline, review implementation</p>	<p>Health education was provided and PD by district nurse was provided to teachers implementing Health.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Regularly inspect, monitor and repair grounds and facilities to provide school facilities that are safe and environmentally sustainable and that aesthetically support and promote student learning. Investigate efficient heating upgrade alternatives and or HVAC options at the elementary sites. Apply for modernization funds from the State to replace aging portable classrooms. Apply for and continue to advocate for grant funds to replace diesel bus fleet with electric bus models. Investigate and develop a plan to help meet district vision and goals for environmental sustainability. (budget allocation pending investigation of options)</p>	<p>None at this time. 0</p>	<p>N/A</p>
<p>2. Teachers will have the opportunity to participate in a variety of professional development activities, including workshops, demonstration lessons, collaborative planning, Lesson Study, to implement common core standards, Next Generation Science standards, Biliteracy Framework, ELD standards, Art and PE standards, GLAD strategies, and 21st century learning strategies, including technology integration strategies. This support includes implementation of all of the above in Dual Immersion Education settings. They will be supported by five district resource teachers. Elementary site resource teachers will also provide support. Support includes teacher compensation for 5 pupil free staff development days. A peer</p>	<p>Dual Immersion Resource Teacher 1000-1999: Certificated Personnel Salaries Title III 100,000</p> <p>3 District Resource Teachers (Tech/Math, LA/Glad, Content/Differentiation) 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 250,000</p>	<p>Dual Immersion Resource Teacher 1000-1999: Certificated Personnel Salaries Title III 80,225</p> <p>3 District Resource Teachers (Tech/Math, LA/Glad, Content/Differentiation) 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 60,271</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>coaching/lesson study model of teacher development and support will be implemented. This model- Lesson Study is designed to promote English Learner success and address issues of equity and the impact of poverty on student learning.</p>	<p>Teacher training days: substitute costs 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 40,000</p> <p>5 Staff Development Days 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 350,000</p> <p>GLAD/ELD Resource Teacher 1000-1999: Certificated Personnel Salaries Title I 120,000</p> <p>Supplies to supplement and support GLAD implementation, ELD, and EL programs 4000-4999: Books And Supplies Title III 5,000</p>	<p>Teacher training days: substitute costs 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 8,040</p> <p>5 Staff Development Days 1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 444,060</p> <p>GLAD/ELD Resource Teacher 1000-1999: Certificated Personnel Salaries Title I 78,120</p> <p>Supplies to supplement and support GLAD implementation, ELD, and EL programs 4000-4999: Books And Supplies Title III 0</p>
<p>3. The Elementary Teacher Curriculum Task Force will continue the work to select and support implementation roll out of new Language Arts curriculum. Teacher teams will work on integration plans for the newly adopted curriculum to ensure scope of instruction aligns with content standards and frameworks along with CCSS standards.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 10,000</p>	<p>1000-1999: Certificated Personnel Salaries General Fund - Unrestricted 4,320</p>
<p>4. New teachers will be supported to complete an approved General Education/Special Education Induction program to clear their teaching credential. New teachers will be assigned an experienced teacher as a Mentor.</p>	<p>Support Provider and program costs 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted \$50,000</p>	<p>Support Provider and program costs 5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 22,825</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This goal's budgeted actions and services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district has seen great success with the implementation of the new Language Arts and Science Curriculum. Professional Development offerings were robust, and well aligned to educator needs. The professional development offerings exceeded budgeted costs, but the district realized the savings in providing substitute coverage as most of the offerings were provided after hours.

# Goal 4

Goal 4 Increase parent involvement. Increase efforts to seek parent input and promote parental participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Meeting records (agendas, minutes, sign- in sheets) of parent participation in advisory and governance committees</p> <p><b>19-20</b> Maintain advisory and governance committees. Maintain or increase the number of parents participating in parent advisory and governance committees.</p> <p><b>Baseline</b> Each school site and the district has parent decision making councils to seek parent input in decision making. (School Site Council, English Learner Advisory Council. District English Learner Advisory Council and LCAP Advisory Councils) Parents of unduplicated students and parents of individuals with exceptional needs participate.</p>	<p>Parent Involvement was solid throughout the year, including increased attendance in all school and district parent meetings held virtually.</p>
<p><b>Metric/Indicator</b> Meeting records (agendas, minutes, sign- in sheets) of parent activities</p> <p><b>19-20</b> Maintain or Increase the number of parent involvement activities and maintain or increase numbers of parents participating</p> <p><b>Baseline</b> The district and school sites promote parental participation in programs for unduplicated students and programs for individuals</p>	<p>Parent Involvement was solid throughout the year, including increased attendance in all school and district parent meetings held virtually.</p>

Expected	Actual
with exceptional needs.They provide a variety of parent training and participation opportunities	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide a full time district bilingual Parent Engagement Coordinator to coordinate parent training opportunities, support school site efforts to increase parent participation, and support parent advisory committees.	Parent Engagement Coordinator Salary and Benefits 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 67,000	Parent Engagement Coordinator Salary and Benefits 2000-2999: Classified Personnel Salaries General Fund - Unrestricted 58,439
2. Conduct a needs assessment of parents to determine parent interest and preference to increase parent engagement and the home/school connectedness.	No Cost No Cost	
3. Increase home/school connection by implementing a single option for improved communication using a tool selected from the pilot year.	5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 15,000	5000-5999: Services And Other Operating Expenditures General Fund - Unrestricted 0

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were successfully implemented. The district opted for a communication tool that was offered free of charge with our Student Information System.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent engagement coordinator provided extensive support for district families and also served as a resource to support teachers and counselors in their work.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of PPE Equipment, barriers, signage, etc. for school sites and district office.	\$50,000	53,016	Yes
Purchase of PPE equipment for students	\$100,000	45,000	Yes
Purchase of cleaning equipment and supplies (including fogger machines, hand sanitizer, soap, etc.)	\$50,000	74,629	Yes
Professional Development Modules including payment stipends for additional work time.	\$100,000	92,885	Yes
Maximize student transportation	\$700,000	679,140	Yes
Increased supervision with duty assistants and other employees	\$100,000	281,417	Yes
Student Materials and supplies to prevent cross contamination	\$50,000	52,242	Yes
Maintain small class size averaging 24:1 in TK- 8	\$1,200,000	1,229,841	Yes
Provide full time counselor at each school site (2 at the jr. high) to support social emotional needs and attendance	\$500,000	477,975	Yes
Provide Parent Engagement Coordinator to support parent engagement	\$75,000	71,554	Yes
Professional Development on hybrid model for all teachers (extra professional development day)	\$100,000	480,585	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In person learning for small groups was offered in fall but suspended during the winter COVID surge. A Hybrid offering for all students for in person learning began April 12, 2021. Despite the fact that there was a delay in beginning in person learning, many of the actions listed above involved contracted employees that worked the entire school year supporting students in preparation for in person learning. Supervision costs exceeded the planned budgeted amount due to the need for increased student monitoring in multiple locations over longer periods of time in order to ensure social distancing.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In person instruction was provided for students in Pre-K-8th grade beginning April 12, 2021. Lack of transportation availability made attendance challenging and many students opted to remain in distance learning. Challenges included removing furniture and preparing schools for new social distancing guidelines. Successes included strong collaboration among administrators and faculty and staff along with community members to develop the best options for all students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development Stipends and Contracts with agencies to provide trainings for the five module comprehensive professional development program detailed above.	\$125,000	92,885	Yes
Technology purchases to support distance learning- 1:1 Devices (iPads and Chromebooks) and Hot spots, equipment	\$400,000	480,528	Yes
Digital Platforms (SeeSaw) and Curriculum (Zearn, Freckle, Renaissance)	\$150,000	512,007	Yes
Digital Library	\$120,000	0	Yes
Provide staff with stipend to support digital connectivity and home classroom set ups.	\$100,000	0	Yes
Provide additional teaching staff to support distance learning and maintain small class sizes	\$1,200,000	1,229,841	Yes
Provide Special Education Service Providers with additional professional development and planning time to prepare for distance learning.	\$4,500	2,500	Yes
Four District Resource Teachers (Teachers on special assignment) to support on-going professional development, coaching, and instructional planning support	\$500,000	517,110	Yes
Provide supplemental tutoring and learning support for students 4pm - 8pm using the Boys and Girls Club	\$600,000	541,499	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Distance Learning Plans were effectively implemented throughout distance learning with the exception of the digital tutoring and after school support by the Boys and Girls Club. Although the service was available and advertised frequently, few students took advantage of this service. The funds remaining were redirected to in person after school programming following the return to in person learning. Costs of providing 1:1 devices and wifi hotspots exceeded the originally allocated amount due to the significant wifi needs.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Wifi Access continued to be a challenge for students. The district increased the number of hotspots provided and continued to provide regular tech support to students, families, and employees. Additionally, the challenge of students completing asynchronous assignments was challenging. Students were more participatory during live sessions than with completing asynchronous instruction. Professional development via online modules developed by the ed services team were extremely successful. They allowed for individualization and flexibility for teachers.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After School Tutoring	\$600,000	541,499	Yes
Maintain Data Tech to support with attendance and academic data analysis	\$400,000	584,110	Yes
Purchase ARC Core units for jr. high students to provide small group instruction to English Learners or students with significant learning gaps.	\$200,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the delay of reopening, and the continued social distancing guidelines, and the difficulty in providing transportation services for students due to these guidelines, after school tutoring was not meaningfully implemented. The district did embark on a significant learning enrichment program in April which provided enrichment including language acquisition, creative thinking, and social emotional support to over 650 students. The program was extremely popular and successful and is considered the framework for designing the summer school program. Additionally, the tech needs were identified as significantly greater than previously anticipated and required the hiring of additional tech department employees to support students and families. The district did not purchase the ARC units for jr. high students due to the extended time in distance learning.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The district is committed to a model of asset based thinking. That being said, the district recognizes on-going challenges of supporting students' learning skills gaps especially in the areas of math and language arts. Addressing learning loss through remote teaching proved difficult. Intensified learning loss support is identified in the new Icap goals and actions to address the identified skill gaps.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The district program of teachers and para educators making regular contact and providing regular feedback has been effective in meeting the social emotional needs of students. The counselors provided a second tier of more intensified support for students and families. Programs provided included lunch bunch groups, Parent support groups, counseling sessions and groups, regular check-ins, and socially distanced home visits. The parent engagement coordinator provided a third tier of support for families identified as requiring significant support for student well-being including resources and referrals for services. The new SEL curriculum of Second Step was provided to all students through their general education teachers with tremendous success.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The outreach program has been robust and successful. Teachers and office staff are the tier 1 level of support and include regular student check-ins and social emotional support. Counselors and school psychologists provide tier 2 level support for students and families needing supplemental support. The parent engagement coordinator is the tier 3 level support for families and students struggling to engage with school. Parenting classes and parent support groups have been offered. All schools have provided parent meetings in English and in spanish via zoom on a monthly basis to ensure continued family connectedness.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The nutrition program developed and implemented in the Ocean View SD has been a tremendous success. Families receive a once weekly delivery of meal items for each child under 18 in their home. Meal items are prepared and packed by nutrition service employees and delivered by bus drivers and custodial staff. Families may opt out of the delivery program but the overwhelming majority of families receive weekly meal delivery and report high levels of satisfaction with the service.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Deliver 5 breakfast and 5 lunch meals to children weekly.	\$150,000	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Federal and state government added additional funding to support food services for students in 2020-21 for reimbursable meals. Expenditures for food services is expected to be fully funded by federal and state reimbursements.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The issue of systemic inequities built into the larger education system and the Ocean View School District became even clearer in light of the COVID19 crisis. This ensured an even deeper commitment to Diversity, Equity, and Inclusion and informed the district's broad goal committed to DEI. Additionally, the district has committed to 1:1 programs moving forward, which had been previously a modified 1:1 program with take-home devices limited to jr. high students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning needs are paramount in the design of the LCAP. An emphasis on inclusive instructional practices including Universal Design for Learning, AVID, and the UnboundEd Standards focused Equity program are cornerstones of the district's instructional model. The district continues to focus on an Asset Based model of interpreting and analyzing student data. The model does include Tier 2 level of intensive skill instruction support that is offered as a supplemental learning opportunity never at the expense of grade level critical thinking based first instruction.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No significant discrepancies identified.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis of all actions was conducted with the lens of Diversity, Equity, and Inclusion. This lens allowed the district to identify on-going challenges in meeting the district's DEI Mission Statement. Issues such as difficulties providing sufficient transportation for students due to social distancing requirements, students' limited learning environments, and parent challenges in providing academic/instructional support for their children due to language or limited educational backgrounds, along with challenges of wifi and electronic access and device needs for students highlighted the genuine systemic injustices within the education system. This confirmed for the governing board, district leadership, and the wider district community the importance of centering this issue in the newly developed LCAP. For this reason the broad goal is related to DEI and focused goals were developed to support specific identified learning needs based on student data analysis.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	8,093,738.00	6,400,299.00
	0.00	0.00
General Fund - Unrestricted	6,868,653.00	5,147,900.00
National School Lunch Program - Federal Funding	100,000.00	112,935.00
Restricted Funds	450,085.00	431,672.00
Title I	570,000.00	627,567.00
Title III	105,000.00	80,225.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	8,093,738.00	6,400,299.00
	1,000,000.00	328,238.00
1000-1999: Certificated Personnel Salaries	4,000,092.00	3,439,765.00
2000-2999: Classified Personnel Salaries	1,078,707.00	1,005,203.00
3000-3999: Employee Benefits	151,604.00	80,029.00
4000-4999: Books And Supplies	135,200.00	58,805.00
5000-5999: Services And Other Operating Expenditures	1,550,313.00	1,462,646.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	0.00
6000-6999: Capital Outlay	167,822.00	25,613.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	8,093,738.00	6,400,299.00
		0.00	0.00
	General Fund - Unrestricted	1,000,000.00	328,238.00
1000-1999: Certificated Personnel Salaries	General Fund - Unrestricted	3,330,092.00	2,731,973.00
1000-1999: Certificated Personnel Salaries	Title I	570,000.00	627,567.00
1000-1999: Certificated Personnel Salaries	Title III	100,000.00	80,225.00
2000-2999: Classified Personnel Salaries	General Fund - Unrestricted	978,707.00	892,268.00
2000-2999: Classified Personnel Salaries	National School Lunch Program - Federal Funding	100,000.00	112,935.00
3000-3999: Employee Benefits	General Fund - Unrestricted	151,604.00	80,029.00
4000-4999: Books And Supplies	General Fund - Unrestricted	130,200.00	58,805.00
4000-4999: Books And Supplies	Title III	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund - Unrestricted	1,100,228.00	1,030,974.00
5000-5999: Services And Other Operating Expenditures	Restricted Funds	450,085.00	431,672.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund - Unrestricted	10,000.00	0.00
6000-6999: Capital Outlay	General Fund - Unrestricted	167,822.00	25,613.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	6,126,153.00	4,629,318.00
<b>Goal 2</b>	960,585.00	1,014,681.00
<b>Goal 3</b>	925,000.00	697,861.00
<b>Goal 4</b>	82,000.00	58,439.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,025,000.00	\$3,538,284.00
Distance Learning Program	\$3,199,500.00	\$3,376,370.00
Pupil Learning Loss	\$1,200,000.00	\$1,125,609.00
Additional Actions and Plan Requirements	\$150,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$7,574,500.00</b>	<b>\$8,040,263.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,025,000.00	\$3,538,284.00
Distance Learning Program	\$3,199,500.00	\$3,376,370.00
Pupil Learning Loss	\$1,200,000.00	\$1,125,609.00
Additional Actions and Plan Requirements	\$150,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$7,574,500.00</b>	<b>\$8,040,263.00</b>

# Local Control 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 Assistant Supt- Ed Services	kcastillo@oceanviewsd.org (805) 488-4441

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Introduction: 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 2200 students. The district's unduplicated count for LCFF is 88.7%. (English Learners and low income) which is why the district principally directs services toward English Learners and students from low-income families. 53% of students are English Learners and 84.1% are low income. Additionally, .2% of students are Foster Youth and .2% are identified as Homeless. The majority of our students are Multilingual students, which is a huge asset of the district and represented via a robust dual language program. The district has also significantly increased reclassification of English Learners to Fluent English Proficient in the past 3 years. In order to support the 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. They have meaningful access to a full standards-based and relevant curriculum, and we offer all students the opportunity to develop proficiency in two languages. 87.9% of students are Hispanic, 6% are White, 3.6% Asian/Filipino, and 1% African American. The district provides extensive early education services to approximately 300 preschool-age students, 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 the junior high and the 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. The district offers a robust Dual Language program following two specific models (50/50 and 80/20) which is offered Kindergarten through eighth grade. All sites have a least one full-time counselor. Our 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. The district is committed to the district core values and mission statements. These documents are the foundations of the Diversity, Equity, and Inclusion work identified in this plan, and continue to be the foundation of the school district.

The district perceives the core values represents 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: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on significant data analysis including the last dashboard records, local academic assessment data, local indicator self-reflection tools, attendance and engagement data, student grades, and survey reports from teachers, parents/caregivers, and students the district has identified multiple successes. First, the way the district's students have continued to thrive despite the incredibly challenging pandemic circumstances should be a noted success. The same acknowledged success should be noted for district teachers and all employees as the district shifted to pandemic teaching and learning. Student attendance has consistently remained approximately 90% ADA despite the scheduling, transportation, and home situation challenges of the 2020-2021 school year. Similarly, student learning has continued with high levels of student engagement demonstrating progress over the course of the year. Finally, local indicators review indicates a strong curriculum and instructional foundation for the district along, highly qualified and aligned teachers, and a unified LEA community comprised of all stakeholders committed to Diversity, Equity, and Inclusion including the instructional justice of rigorous and relevant instruction for all students in OVSD.

A huge source of pride and celebration for the district has been significant gains among the students identified as English Learners. Strong reclassification results have yielded a reduction of English Learners in the district by 15%. This outcome is the result of a continued focus on rigorous instruction for ALL students, the implementation of Universal Design for Learning Instructional model in all grades and classrooms, the implementation of new curriculum, and an emphasis on student assets rather than deficits yielding academic gains and confidence among identified English Learner students.

An additional success is a common agreement across all stakeholder groups regarding students' needs and areas of focus. All stakeholder groups identified similar areas of need and focus. This alignment allowed for the creating this plan as a solid reflection of the entire district's stakeholder input. This alignment has yielded even better goals and actions despite the challenges of the prior year.

Specific academic data analysis finds that the district has reduced the number of English Learners from 67% to 52% over the past three years based on an increased focus on English Learner progress and Reclassification.

Student achievement in math has made significant gains in the primary grades since the implementation of the Eureka Math curriculum in 2019-2020.

Student Reading progress in primary grades has also shown continued gains in both English and Spanish Reading over the past two years.

Each of the local indicator self-reflections tools was administered and the narratives are complete. The 2021 Dashboard will indicate 'met', in the fall. OVSD continues efforts to meet the criteria for each of the local indicators.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data analysis from both the last dashboard records, the local indicators self-assessment tool, and local assessments demonstrates several areas of identified needs. First, although all local indicators demonstrate met criteria, the analysis of these indicators along with survey data analysis, the areas of school culture and community engagement demonstrate areas of needed continued focus. Second, although there has been progress in terms of English Learner Reclassification, there is a continued need for improved academic performance for English Learners. This includes both the areas of English Language Arts and Mathematics. Similarly, all student performance in math in the 6th-8th grades demonstrates a steady decline. In order to address this, the 6th and 7th grade teachers, under the guidance of the district math expert, ran a pilot of a new math curriculum that is better aligned with state standards expectations.

Specific gaps identified on the dashboard data include the following. Please note this data is somewhat outdated due to the Pandemic, as the state assessments and dashboard were not updated in 2020. The district realized significant growth in both Language Arts and Mathematics. Overall both English Language Arts and Mathematics were in the yellow. This represents a band growth for both academic areas. In ELA specifically, all subgroups also demonstrated significant growth. This is a huge shift from last year's decline in all areas. Therefore, the district is committed to maintaining a focus on rigorous and relevant first instruction supported by UDL and Standards-aligned instruction as these were identified as effective goals and action, and in order to ensure continued progress in these areas. Here are some specific areas of focus based on dashboard analysis:

Specifically, although there was progress in Mathematics overall and no subgroups declined there are some areas of identified need. Specifically Hispanic, Socioeconomically Disadvantaged, and White are in the Orange band all within the maintained range of progress. In order to address this lower performance and lack of growth for the groups mentioned in the area of mathematics, the district has provided professional development in the way of lesson study to explore rigorous math instruction. Additionally, the District has reworked its assessment and pacing plans in order to ensure that students are receiving appropriate grade-level instruction in mathematics. In 2019-2020 the District focused on the embedded math practices and mathematical reasoning within the instructional model. Additionally, Students with Disabilities are in the Red for mathematics and again although they maintained with -1.1 growth, they remain 152.6 points below standard which is 30 points below the state average for this subgroup in mathematics. This area of need is addressed in both the broad goal (targeting overall math instruction and professional development for teachers) and the focus goal (providing supplemental supports for math learning.)

Only one state indicator shows a gap. It is Students with Disabilities in the area of mathematics. Students with disabilities were in the red at 152.6 points below standard and overall the district is in the yellow at 80.5 points below standard. Similarly, local assessment data shows that students with disabilities continued to struggle even further in the pandemic instructional models. As a response, the district is actively engaged in redesigning the SAI programs within the district including the introduction of a Learning Center model at two elementary schools in order to support student's academic learning needs along with supporting behavioral needs identified in IEPs. Similarly, District Administrators are working closely with general and special education teachers and support providers to develop an improved SAI Collaboration Model yielding increased inclusion opportunities for students with an IEP and improved implementation of Accommodations and supports for the teachers in the implementation of the IEP.

The CA Dashboard identified a need in the area of chronic absenteeism as the All group is in the orange in this area. The overall ranking of Orange (9.2% chronically absent) within the area of Chronic Absenteeism is a notable concern, which has prompted the District to address this area with significant attention. White and African American students, specifically, had much higher chronic absenteeism with 15.2% for White and 19.4% for African American chronically absent. During the pandemic, the District developed specific plans to increase regular monitoring, intervention, supports, and parent communication regarding chronic absenteeism for all students and especially this white subgroup and students that were new to attendance concerns based on the pandemic-related issues.

The District is proud of the limited performance gaps present in the data this year. Despite gains in both Language Arts and Math from orange to yellow this year, only the subgroup listed above demonstrated a performance gap. This, however, does not represent the full picture of student needs, particularly in light of the interrupted learning which occurred due to the pandemic. Local assessment data shows even greater variation among students than pre-pandemic. Approximately 25% of students thrived in the teaching model and demonstrated significant growth. Approximately 50% of students made some growth, but have noted gaps particularly in the areas of reading comprehension, English language development, and mathematics (particularly mathematical reasoning). Additionally, approximately 15% of students have demonstrated social-emotional needs at a relatively intensive rate, and the district anticipates 100% of students have some social-emotional impact from the pandemic.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP represents a comprehensive Strategic Plan for the Ocean View School District for 2021-2024. The district commitment to Diversity, Equity, and Inclusion as is represented in the Broad goal of "OVSD will implement the district's mission including the decision about practices, policies, and resource allocation through a Diversity, Equity, and Inclusion (DEI) lens in order to ensure all plans and actions are designed to ensure ALL students are engaged members of an inclusive and supportive school community" demonstrates the level of commitment to DEI work. This broad goal represents the district's commitment to developing all stakeholder and employee mindsets and the culture of all schools and departments throughout the district. It also represents a commitment to aligning all curriculum and instructional

practices to DEI, reviewing all policies and practices with a DEI lens, increasing parent/caregiver and community engagement, and aligning all resources to the DEI mission and LCAP broad goal.

Some specific planned actions that will support this work include:

1. Robust professional development plans which include providing all instructional employees (Certificated and Classified) four supplemental days of Professional Development, Invitation to ALL teachers to attend the UnboundEd Standards Institute, Invitation to ALL Jr. High teachers to attend AVID training, Embedded coaching and professional development provided by district resource teachers, and focused coaching for Language Arts (ARC Core) and Mathematics (Zearn) implementation.
2. Culture audits and follow-up site and department action plans to address policies, practices, and attitudes as they relate to DEI.
3. Increase the instructional day for ALL students by 30 minutes for 1 year.
4. Increase ratios of teachers to students to provide embedded intervention and support for students by keeping class sizes smaller for one year in the primary grades, Increase Instructional Assistant Support, and hire supplemental teachers to provide supplemental small group instruction in the classrooms on a rotating basis.
5. Support students' Social Emotional Learning with counseling programs, Second Step SEL curriculum, and parent/caregiver support programs.
6. Provide an extensive enrichment program by hiring enrichment providers to work both within and beyond the school day (including art, music, recreation, theater, etc.) and hiring current employees to provide supplemental enrichment programs and activities. This also includes a newly developed depth and complexity program to replace GATE programming with an inclusive program focused on academically rigorous challenge learning.
7. Install HVAC systems districtwide to ensure appropriate ventilation and air quality in all classrooms in the district.

## 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.



If a school becomes identified for CSI, the district will support the school leadership team in root cause analysis and the development of a strategic plan with goals and actions aligned with the district's DEI broad goal and the identified specific student learning needs of the school. Support provided will include administrator coaching from the Assistant Superintendent, Ed Services, data analysis, planning training and support by the district resource teachers, embedded instructional coaching with a focus on identified content areas and using UDL and Integrated ELD strategies for instruction, and professional development.

### **Monitoring and Evaluating Effectiveness**

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

N/A.

The district will monitor student progress through local and state assessment tools on a quarterly basis at minimum. Data will be reviewed with administrators and instructional staff, and action plans will be refined to ensure continued progress and growth for students.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Introduction: Ocean View School District has a very collaborative culture, and the ideas, needs, and opinions of parents, staff, students, and community members are solicited and considered.

Parents: The CA Dashboard results, Local Assessment Results, and the development of the 2021 Extended Learning Opportunities Plan, the 2020-2021 Learning Continuity Plan, 2019 LCAP update and the 2021 Learning Continuity Plan Update, and the newly developed 2021-2024 LCAP were discussed at each site at the School Site Council Meetings (November 2020, February 2021, and April 2021), the District English Learner Advisory Committee- DELAC (September 3, 2020, October 27, 2020, February 2021 and April 27, 2021), and an LCAP Advisory Committee Forum meeting on February 10, 2021, and April 27, 2021. Participants engaged in developing, reviewing, and supporting the implementation of the LCAP by reviewing progress and data and providing feedback and input regarding changes for the new LCAP. Participants in this group include members of school site advisory councils (School Site Council and English Learner Advisory Councils) and the District English Learner Advisory Council.

Parents: All parents and guardians were surveyed in March. Parents were invited to respond online at home. Responses were thoughtful and thorough and provided significant information to inform the committees' work, especially in the area addressing student needs following the pandemic.

Pupils: Student leadership groups at each of the school sites provided input regarding the goals at focus group meetings with site administrators. Students reported feeling safe at school and recognized the instruction to be rigorous and relevant. Students in dual language programs felt very strongly these programs were better preparing them for their futures. Students reported their parents are engaged with the schools, although they felt it was sometimes difficult for their parents to attend school events due to work and other commitments and agreed with parent input that virtual meetings had greatly increased their parent's attendance at school and district meetings. The students spoke positively about student engagement and appreciated the special events, activities, and connections with district staff that occurred throughout the year despite the pandemic challenges. They also spoke favorably about the social-emotional learning provided in the past year and expressed interest in improving peer relationships and having supports for perceived stress and anxiety.

Principals/Administrators and teacher leaders: In District Leadership Team meetings (4 times/year), cabinet meetings (weekly), and admin team meetings (bi-weekly), participants engaged in data analysis, and collaborated to review LCAP progress, provide feedback, and develop plans to support the implementation of the LCAP. These teams specifically monitored student attendance, engagement, and academic progress, along with reviewing survey data, teacher feedback, and observation data.

District Personnel, Teachers, and other certificated: In March 2021 a survey was distributed to all district personnel.

District Personnel, Other employees: Classified staff was provided with an opportunity to give input via a survey distributed in March 2021.

Bargaining Units: Classified and certificated bargaining unit representatives were invited to the LCAP input meeting on April 28, 2021.

Attendees reviewed the survey findings for each group and provided additional input and feedback.

LCAP Parent Advisory Committee and EL Parent Advisory Committee meeting held April 27, 2021. The committee included parents of students of all required subgroups. LCAP draft and update were presented for review and comment. Parents also reviewed the Extended Learning Opportunity Plan. Clarifying questions were answered. There were no items for the Superintendent to respond to in writing.

SELPA: The SELPA participates as a consultation and thought partner with the district on activities and planning relating to the LCAP through the Operations Cabinet Meetings, Superintendent's Policy Council, and Inquiry and Implementation Network meetings.

Community- The community was provided the opportunity to provide input on the update and the new LCAP on the district website starting 5-16-2021.

Governing Board - Information about LCAP development and LCAP updates of some components were provided to the public at meetings of the Governing Board on the following dates: September 2020, October 2020, February 2021, and March 2021.

Public input: May 16, 2021: On the district webpage, the public was invited to comment on the development of the update and new goals. 10 days before the Public Hearing the 2021-2024 draft LCAP was posted. No additional input or comments were received.

Public Hearing: May 11, 2021

Board Approval: June 08, 2021

#### A summary of the feedback provided by specific stakeholder groups.

For the first time, all stakeholder groups provided strongly aligned input and ideas for the LCAP Plan. It should be noted that all stakeholder groups named above indicated the following key areas of support needed:

1. Increased learning time and intensity within the school day.
2. Increased opportunity for learning beyond the school day.
3. An emphasis on Diversity and Inclusion including supporting students with learning disabilities, English Language Learners, and student peer relationships.
4. Increased opportunities for enrichment both within and beyond the school day.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The above interests are all addressed in the plan in the following ways:

1. Increased learning time and intensity is addressed through an extended school day for 2021-2022 school year, 16 supplemental teachers to provide an improved teacher to student ratio, Increased instructional Assistants, and Professional Development and Coaching.
2. Increased opportunity for learning beyond the school day is addressed in after school programming, summer school in 2021 and in 2022, and tutoring. (It is also addressed by extending the instructional day for all students by 30 minutes daily)
3. Emphasis on Diversity and Inclusion is addressed through the new learning center SAI model, the addition of ELLevation software to support ELD, ELD programs and professional development, and increased SEL instruction in every classroom, including a specific course for ALL students at the junior high (which also includes and emphasis on college and career readiness).
4. Increased enrichment is addressed through contracts with enrichment providers to provide enrichment classes during the school day and as supplemental offerings beyond the school day.

# Goals and Actions

## Goal

Goal #	Description
1	OVSD will implement the district's mission including decisions about practices, policies, and resource allocation through a Diversity, Equity, and Inclusion (DEI) lens in order to ensure all plans and actions are designed to ensure ALL students are engaged members of an inclusive and supportive school community.

An explanation of why the LEA has developed this goal.

This BROAD GOAL encapsulates the full implementation of the district's mission and core values. The district is committed to antiracist inclusive practices and policies and intends to continue on a DEI strategic journey of identifying areas of concern, data analysis, development of actions/strategies, implementation, and reflection, and then beginning again. These cycles are similar to concentric circles in which multiple cycles of analysis, action, and reflection are simultaneously employed at all times. The broad goal serves as an umbrella for all key practices within the district.

This includes the key areas of:

- +Rigorous and Relevant First Instruction for ALL students,
- +Inclusive Special Education Services,
- +English Language Development,
- +Social-Emotional Learning, Extended & Intensive Learning and Enrichment,
- +Community Engagement, and
- +Robust Professional Development for all employees to support DEI and the specific areas above

Specifically, the district is committed to meaningful cycles of inquiry to ensure adequate progress is being made towards the key areas presented above.

CONDITIONS OF LEARNING - Ensuring All students including English Learners, Socio-Economically Disadvantaged Students, Racial, Ethnic, and Gender groups, Homeless and Foster Youth, and Students with Disabilities are educated in a safe, healthy learning environment.

- Basic Services
- Implementation of State Standards
- Course Access

ENGAGEMENT - Ensuring All students including English Learners, Socio-Economically Disadvantaged Students, Racial, Ethnic, and Gender groups, Homeless and Foster Youth, and Students with Disabilities and all their families are respected and valued members with a voice in the school district, each school, and each classroom.

- Pupil Engagement

- School Climate

PUPIL OUTCOMES - Ensuring All students including English Learners, Socio-Economically Disadvantaged Students, Racial, Ethnic, and Gender groups, Homeless and Foster Youth, and Students with Disabilities receive rigorous and relevant daily instruction and extension opportunities in order to ensure academic excellence and progress for all students.

- Pupil Achievement
- Course Access
- Other Pupil outcomes

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1 Basic Services, (Conditions of Learning): Appropriately assigned and fully credentialed teachers	100% of teachers are appropriately assigned and credentialed				Maintain 100% correctly assigned and credentialed teachers
PRIORITY 1 Basic Services, (Conditions of Learning): Access to standards aligned instructional materials from Local Indicators	Local indicators indicate 100% all students have access to standards aligned materials				Maintain 100% all students have access to standards aligned materials
PRIORITY 1 Basic Services, (Conditions of Learning): Facilities maintained in good repair. FIIT	FIIT Assessment indicates all facilities are maintained in good repair				Maintain all facilities well maintained and in good repair
PRIORITY 2 Basic Services, (Conditions of Learning):	Local indicators indicate CCSS and ELD standards (for				Maintain implementation of CCSS and ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Standards for all students and EL access to CCSS and ELD standards. Local Indicators	English Learners) are implemented for 100% of students.				standards (for English Learners) are implemented for 100% of students.
PRIORITY 3 Parental Involvement (Engagement): Seek parent input and promote parental participation for all students, unduplicated students, and students with exceptional needs	Local indicators indicate parent engagement for all students' families is sought and obtained.				Maintain parent engagement for all students' families.
PRIORITY 4 Pupil Achievement (Pupil Outcomes): CAASPP ELA: Dashboard Accountability measure (color and DFM) for overall and each target group. Local Alternative Assessment: STAR Reading % proficient or above and Student Growth Percentile for overall and each grade level.	CAASPP Pre-Pandemic 2019 scores: DFM: Overall: -55.9 (orange) English Learners: -65 (orange) SED: -62.3 (orange) SWD: -125 (red) Foster Youth: Data unavailable for privacy Homeless: Data unavailable for privacy				Overall and each subgroup will improve by 15% for each performance measure by the end of the 2024 school year. CAASPP scores: DFM: Overall: -40 English Learners: -50 SES: 47 SWD: -110 Foster Youth: Data unavailable for privacy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>STAR Reading: Proficiency: Overall: 24%</p> <p>English Learners: 13%</p> <p>SED: 18%</p> <p>SWD: 12%</p> <p>Foster/Homeless: 13%</p> <p>STAR Reading: SGP (Baseline data does not include all students due incomplete administration in 2020-2021 school year): Overall: 39</p> <p>English Learners: 39</p> <p>SES: 39</p> <p>SWD: 39</p> <p>Foster/Homeless: 39</p>				<p>Homeless: Data unavailable for privacy</p> <p>STAR Reading: Proficiency: Overall: 39%</p> <p>English Learners: 28%</p> <p>SED: 33%</p> <p>SWD: 27%</p> <p>Foster/Homeless: 28%</p> <p>STAR Reading: SGP (Baseline data does not include all students due incomplete administration in 2020-2021 school year): Overall: 45</p> <p>English Learners: 45</p> <p>SES: 45</p> <p>SWD: 45</p> <p>Foster/Homeless: 45</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>PRIORITY 4 Pupil Achievement (Pupil Outcomes):</p> <p>CAASPP Math: Dashboard Accountability measure (color and DFM) for overall and each target group.</p> <p>Local Alternative Assessment: STAR Math % proficient or above for each grade level.</p>	<p>CAASPP Pre-Pandemic 2019 scores:</p> <p>DFM:</p> <p>Overall: -84.7 (orange)</p> <p>English Learners: -91.2 (orange)</p> <p>SES: -90.6 (orange)</p> <p>SWD: -162.3 (red)</p> <p>Foster Youth: Data unavailable for privacy</p> <p>Homeless: Data unavailable for privacy</p> <p>STAR Math:</p> <p>Proficiency:</p> <p>Overall: 26%</p> <p>English Learners: 17%</p> <p>SED: 22%</p> <p>SWD: 12%</p> <p>Foster/Homeless: 21%</p>				<p>Overall and each subgroup will improve by 15% for each performance measure by the end of the 2024 school year.</p> <p>CAASPP scores:</p> <p>DFM:</p> <p>Overall: -69</p> <p>English Learners: -76</p> <p>SES: -75</p> <p>SWD: -147</p> <p>Foster Youth: Data unavailable for privacy</p> <p>Homeless: Data unavailable for privacy</p> <p>STAR Math:</p> <p>Proficiency:</p> <p>Overall: 41%</p> <p>English Learners: 32%</p> <p>SED: 37%</p> <p>SWD: 27%</p> <p>Foster/Homeless: 36%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 4 Pupil Achievement (Pupil Outcomes): A-G Requirements, CTE Requirements, and A-G & CTE Completion Rates, EAP, and AP Testing Results N/A for K-8 district	N/A				N/A
PRIORITY 4 Pupil Achievement (Pupil Outcomes): Dashboard English Learner Progress	Dashboard Pre-Pandemic 2019 scores: English Learner Progress: 41.3%				English Learner progress will improve by 15% by the end of the 2024 school year.  English Learner Progress: 57%
PRIORITY 4 Pupil Achievement (Pupil Outcomes): English Learner Reclassification Rate	Dashboard Pre-Pandemic 2019 scores: EL Reclassification Rate: 12%				The reclassification of English Learners will improve by 15% by the end of the 2024 school year.  EL Reclassification Rate: 27%
PRIORITY 5 Pupil Engagement (Engagement): Attendance Rate	Local data for 2020-2021 school year indicates a 96.03% attendance rate.				Increase the attendance rate to 96.78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 5 Pupil Engagement (Engagement): Chronic Absenteeism Rate	Dashboard Pre-Pandemic 2019 data: 9.4%				Decrease the chronic absenteeism rate by 15% by the end of the 2024 school year. Desired rate: 8%
PRIORITY 5 Pupil Engagement (Engagement): Middle School Dropout Rate	Local data indicates a middle school drop out rate of 0%.				Maintain 0% middle school drop out rate.
PRIORITY 6 School Climate (Engagement): Pupil Suspension Rate	Dashboard Pre-Pandemic 2019 data: 1.9%				Decrease the number of suspensions by 15% by the end of the 2024 school year. Desired rate: 1.6%
PRIORITY 6 School Climate (Engagement): Pupil Expulsion Rate	Local data for 2020-2021 school year indicates a 0% pupil expulsion rate.				Maintain 0% pupil expulsion rate.
PRIORITY 6 School Climate (Engagement): Sense of Safety and School Connectedness	TK-5 DESSA Universal SEL screening outcome to be reported in Fall 2021  6-8 Covitality Universal SEL screening Outcome to				Desired outcome will be adjusted once baseline data obtained in fall 2021.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	be reported in Fall 2021				
PRIORITY 7 Course Access (Conditions of Learning)	Local indicators indicate all students have access to rigorous, grade level courses.				Maintain all students' access to rigorous, grade level courses
Priority 8 Other Pupil Outcomes (Pupil Outcomes): Access to enrichment and SEL programs	Local indicators indicate all students have access to enrichment and SEL programming				Maintain all students' access to enrichment and SEL programming

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Inclusive Learning Center	Develop a Learning Center model to provide supports for students with IEPs through inclusion, a Supplemental Special Education Teacher, and Supplemental Paraeducators. Shift administrator responsibilities to support Inclusive learning center instruction and design.	\$350,000.00	No
2	Diversity, Equity, and Inclusion Practices and Professional Development	Employee release time for PD, consultant to conduct culture audit for each site and department, purchase of DEI professional learning books/materials, policy and practices review	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development	Provide robust professional development related to DEI including: consultant fees, coaching support following initial audit, DEI materials for all employees, an additional four days of supplemental instructional PD for all employees prior to the start of the school year (paid per diem), PD focusing on UDL, and open registration to the Standards Institute.	\$500,000.00	Yes
4	Professional Coaching and Support	Provide three Resource Teachers to support teachers with the instructional implementation of all ELA/SLA, Math, Science, History-SS curriculums. Additionally, hire an American Reading Company Coach for 30 days of in-person coaching. Provide Zearn Math Coaching for 5 days. Provide substitute release by hiring four full-time coaching subs (one per school).	\$898,000.00	Yes
5	College and Career Readiness AVID style program	Provide teacher training and coaching support for a College and Career Readiness program model at the junior high school, which includes professional development for teachers, administrators, and counselors, ongoing coaching, and hiring college tutors to support student learning.	\$200,000.00	Yes
6	DEI Aligned Curriculum	Implement ARC research labs in All K-5 classrooms including Spanish Language Arts in Dual Classes and for 6-8 Spanish Language Arts classes. Implement ARC Reading Workshop in all K-5 classrooms, 6-8 ELD, and Reading Classrooms. Ensure all DLI classrooms have ARC kits in both English and Spanish including bilingual classroom libraries. Offer digital supplemental learning supports including: SeeSaw, Zearn Math, Freckle ELA, PearDeck, Sora, and Mystery Science. Increase classroom and school libraries with culturally relevant reading materials. Implement Imagine Espanol for all DLI classrooms. Purchase Souday System for students with identified Reading	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		difficulties including students with IEPs. Purchase Handwriting without Tears for all TK-2 classrooms		
7	English Learner Supports	Implement ELLevation program for all English Learners TK-8 and RFEP student monitoring. Support IRLA and ENIL diagnostic reading/writing assessment in all TK-5 classrooms plus 6-8 ELD and Reading Support courses with supplemental assessors and trainers. Curriculum for ELD courses including ARC and Writer's Workshop	\$300,000.00	Yes
8	Social Emotional Learning and Support	Five full time district counselors. Second Step curriculum to be implemented districtwide for all students TK-8. Universal Screening Tool for SEL needs. Parenting classes and support group programs.	\$475,000.00	Yes
9	Equity through Tech Access	Ensure 1:1 devices for all students, hotspots, and wifi for all families requesting, and maintain all tech accessibility needs in all four school sites. Support Students and families along with instructors with tech implementation and usage	\$1,414,000.00	Yes
10	Extended Learning and Enrichment	Design and coordinate an extended learning and enrichment program which includes data analysis for student selection, Resource Teacher dedicated to supporting extended learning and enrichment programs, ASES Boys and Girls Club After School Program, Enrichment Classes embedded within and beyond the school day, Tutoring, and contracts for enrichment courses such as art and dance. Develop a Depth and Complexity Academic Challenge program for identified students to ensure advanced students have opportunities for continued academic rigor.	\$487,893.00	No

Action #	Title	Description	Total Funds	Contributing
<b>11</b>	Assessment and Data Analysis	Purchase Renaissance STAR Program as an assessment tool for all 2-8 students for Language Arts and Math. Implement SchoolPace Diagnostic Language Arts monitoring tool at all school sites. Employ a data specialist to support all data collection and dissemination for all students and all populations.	\$100,000.00	Yes
<b>12</b>	Parent and Family Engagement	Serve parents and families with engaging meetings, activities, communications. Provide Parenting courses and Parent support groups.	\$126,000.00	Yes
<b>13</b>	Implementation of LCAP goals and actions	Ensure adherence to the LCAP strategic plan goals and support implementation including with administrators, teachers, and classified employees. Includes data analysis, program design, implementation, and monitoring, coaching, and mentoring of instructional employees.	\$215,000.00	Yes
<b>14</b>	Program Options to address diverse learning needs	Provide an independent study learning option, Dual Language Immersion programs, STEAM Academy.	\$150,000.00	No
<b>15</b>	Transportation of students	Provide extensive transportation routes to ensure students safe passage to and from school. Includes a late bus route for students participating in tutoring or enrichment programs.	\$685,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Student Instructional Differentiation & Support	Ensure student support for all levels of learning needs is provided by providing Instructional Assistants to support small group instruction, support for reading, writing, and mathematics, support for English Learners, support for newcomers, and support for students needing accelerated learning opportunities.	\$592,000.00	Yes
17	Indirect Costs	Maintain a functioning district system in which all programs can be administrated, purchased, billed, monitored, etc.	\$539,489.00	Yes

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
2	Identify student learning needs and provide Intensified Learning Opportunities based on the ongoing data analysis cycle utilizing a Multi-Tiered System of Support (MTSS) and ensure students develop as emotionally supported and well rounded critical thinkers by providing Social Emotional Learning and Enrichment supports.

An explanation of why the LEA has developed this goal.

This FOCUS GOAL is designed to address the unique academic learning needs of students as they return from pandemic learning. The district is committed to a focus on student assets, and therefore intentionally avoids the use of terms such as learning loss and learning gaps. However, the district is committed to identifying and addressing students' unique learning needs, any identified skill learning needs, and ensure supports for academic growth and acceleration as appropriate. Student diagnostic assessment provides for the identification of each students' unique learning needs, and this goal ensures there are sufficient supports and accelerated opportunities available for all students to reintegrate into their academic learning goals. Additionally, This FOCUS GOAL is designed to address the unique social-emotional learning needs of students as they return from pandemic learning. The district is committed to identifying and supporting students' unique social-emotional learning needs including the areas of mental health, trauma, socialization, interaction, creativity, and well-being. Student diagnostic assessment provides for the identification of each students' unique social-emotional needs, and this goal ensures there are sufficient supports and resources available for all students to reintegrate into their schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation logs of supplemental programs	No baseline as these are new program offerings				Will be determined once program offerings are clarified.
Stakeholder surveys	650 Stakeholder surveys along with meetings of over 300 stakeholders indicate the need for focused and targeted learning opportunities including				Obtain input from 650 stakeholder surveys and 300 stakeholders at meetings to determine outcomes of this goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	academic support and enrichment learning along with SEL support.				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase ratio of adults to students during the regular school day	For one year Provide ten supplemental elementary teachers to create smaller class sizes and increase teacher small group literacy and math support in the primary grades. Provide four supplemental junior high teachers to provide SEL/College and Career Readiness courses to all students in 6th-8th grades and two supplemental teachers to provide focused literacy courses to address student learning loss. Hire part-time teachers to provide supplemental literacy and math instruction. Hire supplemental paraeducators to support small group instruction including ELD and literacy and math support for learning loss.	\$2,064,764.00	Yes
2	Summer School	Provide Summer School in summer 2021 and Summer 2022. Program will include Project Based Science Learning, Writer's Workshop, and enrichment learning. Staffing the summer school program will be OVSD teachers, Instructional Assistants, Summer School Administrator, and Enrichment Program contracts.	\$149,000.00	Yes
3	Extended Learning Opportunities	Increase the instructional day for ALL students in OVSD by 30 minutes for 1 year. Tutoring before and after school by OVSD teachers. Offer a late bus route for students staying for extended learning programs	\$1,734,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Identify student needs	Conduct pre-assessment for students prior to return to school in Fall 2021 in July-August 2021 in order to plan and design instructional programs and distribute focused supplemental support	\$20,000.00	Yes
5	Teacher collaboration and Student Enrichment	Hire four supplemental teachers to work as a team of enrichment teachers providing teacher release for data analysis, collaboration, and planning. Students will receive art, music, recreation, sports during this time.	\$400,000.00	Yes

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
3	Ensure Safe and Well-Ventilated facilities.

An explanation of why the LEA has developed this goal.

This FOCUS GOAL was developed in order to ensure the facilities in Ocean View School District are equitable to all classrooms within the county. The district facilities do not have modern HVAC systems in all classrooms. Following recent weather changes with increased heat, wildfires making ventilation more complex, and the recent Pandemic and air filtration needs, it is clear HVAC systems need to be modernized or installed in all classrooms. This is a three-year project and anticipated to be completed in Spring 2024.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HVAC system map	50% of student occupied spaces have an operational HVAC system				100% of student occupied spaces with operational HVAC systems

## Actions

Action #	Title	Description	Total Funds	Contributing
1	HVAC Installation	Install and/or upgrade HVAC system to include functioning HVAC cooling and heating systems with sufficient air filtration in all classrooms and student occupied spaces in the district.	\$6,000,000.00	No

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.24%	6,358,475

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

ALL Actions and Services are provided on an LEA-wide basis principally directed to our low-income (including identified Mckenny-Vento students, English learners, and foster youth student groups)

### Overview:

Our percent of English Learners for 21-22 is 56%. Our percent of foster/homeless youth is 2.6%. And Our percent of low-income students is 79%. All sites have a significant number of students that are English learners and low-income students, so we are expending funds districtwide. The districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the priorities of the state. Since these students are 87.41% of the school enrollment, they will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities and the district goals. These services are principally directed to, and effective in meeting, state priorities and local goals for English Learners, foster youth, and low-income students.

### Justification of the use of funds in a districtwide manner:

English learners, low-income students, and foster youth will benefit from rigorous and relevant instruction, having a safe learning environment where they feel engaged and connected, where they have high-quality materials, well-maintained facilities, well-trained educators, and involved parents. The districtwide actions and services described in this plan support those goals. These students benefit from actions included in this plan such as Ipads, which most do not have at home, and from the modern infrastructure at the schools so that they have high-quality access to the internet and applications that are stable and fast. They benefit from UDL implementation and intervention programs to support and monitor students who are below grade level. This program is supported by supplementary teacher

specialists and paraprofessionals. The dual immersion programs are researched-based programs shown to be the most effective programs for closing the gaps for students of poverty and English Learners. Smaller class sizes and additional periods of language arts and/or math along with increased access to electives in addition to ELD/Intervention courses are supplemental supports to benefit the target groups for these funds. The additional counselors, Behavioral and Social-Emotional Learning support and parent engagement coordinator help support students and their parents get extra support and training. Teacher training, supported by our teacher trainers, (Reading/Writing, ELD, UDL, Math Practices, and Dual Immersion) will help the teachers provide an outstanding grade level rigorous and relevant education with technology integration, proficiency in English and Spanish, skills in the Common Core standards, skills in communication, collaboration, critical thinking, and creativity which will prepare them for success in high school and beyond. These services go beyond base services, they supplement base services in order to serve the needs of targeted students.

Services and Programs used in a districtwide manner:

Ipad leases, upgraded technology infrastructure

Increased Assistants salary and benefits

Salary for extending the school day for all students

Bilingual Teachers salary and benefits

Salary and Benefits for Teachers needed to reach target class size

Salary and Benefits for Teachers needed seven-period day at the jr. high

Salary and Benefits for Bilingual counselors

Salary and Benefits for Parent Engagement Coordinator

Salary and Benefits for additional Instructional Assistants for differentiation

Salary and Benefits for four district resource teachers: Enrichment and learning extension, UDL and Differentiation, Language Arts and ELD, and Math and Science, and the Dual Language Program

Teacher training to support students

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

ALL Actions and Services are provided on an LEA-wide basis principally directed to our foster youth, English learners, and low-income student groups

#### Overview

The districtwide services are the most effective use of the supplemental and concentration grant increase for unduplicated students in meeting the state priorities. Since these students are a significant majority of the school enrollment, they will benefit most from actions and services that improve the entire school and district program and related services which are designed to meet the 8 state priorities and the district goals. These services are principally directed to and effective in meeting state priorities and local goals for low-income, EL, and foster youth students.



Justification of the use of funds in a districtwide manner:

English learners, low-income students, and foster youth will benefit from rigorous and relevant instruction, having a safe learning environment where they feel engaged and connected, where they have high-quality materials, well-maintained facilities, well-trained educators, and involved parents. The districtwide actions and services described in this plan support those goals. These students benefit from actions included in this plan such as Ipads, which most do not have at home, and from the modern infrastructure at the schools so that they have high-quality access to the internet and applications that are stable and fast, along with improved HVAC systems districtwide. They benefit from comprehensive enrichment, intervention, and increased instructional time learning programs to support and monitor students who are below grade level. This program is supported by supplementary teacher specialists and paraprofessionals. The bilingual and dual immersion programs are researched-based programs shown to be the most effective programs for closing the gaps for students of poverty and English Learners. Additional learning time daily which allows for improved small group instruction especially targeting students with English learner and/or identified learning needs especially common for students from low income homes. The additional counselors and parent engagement coordinator help support students and their parents get extra support and training. Teacher training, supported by our teacher trainers,(UDL, Math, ELD and Dual Immersion will help the teachers provide a 21st century education with technology integration, proficiency in English and Spanish, skills in the Common Core standards, skills in communication, collaboration, critical thinking, and creativity which will prepare them for success in high school and beyond. These services go beyond base services, they supplement base services in order to serve the needs of identified students.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,703,670.00	\$5,834,726.00	\$3,000,000.00	\$412,000.00	\$17,950,396.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,891,014.00	\$9,059,382.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students with Disabilities	Inclusive Learning Center		\$350,000.00			\$350,000.00
1	2	English Learners Foster Youth Low Income	Diversity, Equity, and Inclusion Practices and Professional Development	\$150,000.00				\$150,000.00
1	3	English Learners Foster Youth Low Income	Professional Development	\$500,000.00				\$500,000.00
1	4	English Learners Foster Youth Low Income	Professional Coaching and Support	\$640,000.00			\$258,000.00	\$898,000.00
1	5	English Learners Foster Youth Low Income	College and Career Readiness AVID style program	\$200,000.00				\$200,000.00
1	6	English Learners Foster Youth Low Income	DEI Aligned Curriculum	\$400,000.00				\$400,000.00
1	7	English Learners	English Learner Supports	\$300,000.00				\$300,000.00
1	8	English Learners Foster Youth Low Income	Social Emotional Learning and Support	\$475,000.00				\$475,000.00
1	9	English Learners Foster Youth Low Income	Equity through Tech Access	\$1,414,000.00				\$1,414,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All	Extended Learning and Enrichment		\$487,893.00			\$487,893.00
1	11	English Learners Foster Youth Low Income	Assessment and Data Analysis	\$80,000.00			\$20,000.00	\$100,000.00
1	12	English Learners Foster Youth Low Income	Parent and Family Engagement	\$126,000.00				\$126,000.00
1	13	English Learners Foster Youth Low Income	Implementation of LCAP goals and actions	\$215,000.00				\$215,000.00
1	14	All	Program Options to address diverse learning needs		\$150,000.00			\$150,000.00
1	15	English Learners Foster Youth Low Income	Transportation of students	\$685,000.00				\$685,000.00
1	16	English Learners Foster Youth Low Income	Student Instructional Differentiation & Support	\$592,000.00				\$592,000.00
1	17	English Learners Foster Youth Low Income	Indirect Costs	\$539,489.00				\$539,489.00
2	1	English Learners Foster Youth Low Income	Increase ratio of adults to students during the regular school day	\$1,887,181.00	\$177,583.00			\$2,064,764.00
2	2	English Learners Foster Youth Low Income	Summer School		\$15,000.00		\$134,000.00	\$149,000.00
2	3	English Learners Foster Youth Low Income	Extended Learning Opportunities	\$100,000.00	\$1,634,250.00			\$1,734,250.00
2	4	English Learners Foster Youth Low Income	Identify student needs		\$20,000.00			\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Teacher collaboration and Student Enrichment	\$400,000.00				\$400,000.00
3	1	All	HVAC Installation		\$3,000,000.00	\$3,000,000.00		\$6,000,000.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$8,703,670.00	\$10,962,503.00
<b>LEA-wide Total:</b>	\$8,703,670.00	\$10,962,503.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Diversity, Equity, and Inclusion Practices and Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
1	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	\$500,000.00
1	4	Professional Coaching and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$640,000.00	\$898,000.00
1	5	College and Career Readiness AVID style program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
1	6	DEI Aligned Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	\$400,000.00
1	7	English Learner Supports	LEA-wide	English Learners	All Schools	\$300,000.00	\$300,000.00
1	8	Social Emotional Learning and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$475,000.00	\$475,000.00
1	9	Equity through Tech Access	LEA-wide	English Learners Foster Youth	All Schools	\$1,414,000.00	\$1,414,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	11	Assessment and Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$100,000.00
1	12	Parent and Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,000.00	\$126,000.00
1	13	Implementation of LCAP goals and actions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,000.00	\$215,000.00
1	15	Transportation of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$685,000.00	\$685,000.00
1	16	Student Instructional Differentiation & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$592,000.00	\$592,000.00
1	17	Indirect Costs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$539,489.00	\$539,489.00
2	1	Increase ratio of adults to students during the regular school day	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,887,181.00	\$2,064,764.00
2	2	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$149,000.00
2	3	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$1,734,250.00
2	4	Identify student needs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,000.00
2	5	Teacher collaboration and Student Enrichment	LEA-wide	English Learners Foster Youth	All Schools	\$400,000.00	\$400,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal 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.

**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**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.

**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***

**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.