



San Ysidro
School District **EST - 1887**
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

School Plan for Student Achievement for the 2020-21 School Year



Ocean View Hills Elementary School

Board Item: 17C.1

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ocean View Hills	37 68379 6119341	February 7, 2019	December 14, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Ocean View Hills School's Single Plan for Student Achievement (SPSA) will ensure that our three goals are being monitored throughout the year to achieve student achievement. Goal 1) Student Achievement 2) Safety, climate, and student engagement 3) Parent Engagement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ocean View Hills School's Single Plan for Student Achievement (SPSA) is aligned to the Local Enforced Agency (LEA)'s strategic plan for student achievement and due to COVID- 19 we also include the Learning Continuity and Attendance Plan (LCP). The funds available through Title 1 are documented through the SPSA to maximize the impact of funds in support of at risk students. As a Title 1 school, the Title 1 funds are used to support the academic achievement of all school groups.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Throughout the academic year, the school administration strives to have an understanding of the needs of the community that it serves; students, parents, and staff. Through the English Language Advisory Committee, an annual parent survey is conducted to address the effectiveness of the school communication with parents, knowledge of opportunities for parent involvement (SSC, ELAC, PTA), topics of interest and need of services. The results of the parent survey and feedback from staff indicate the need to provide parents with more information in the areas of LCAP, ELPAC, California Common Core Standards, curriculum and increase opportunities for parent involvement. As part of the decision-making in the area of curriculum, interventions, school activities, teachers and parents are incorporated into the decision-making through surveys, Instructional Leadership Team (ILT), Staff Meetings, Parent Teacher Association, School Site Council and English Language Advisory Committees.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As part of the evaluation protocol, permanent teachers are evaluated on a bi-yearly basis (unless they are put on the 5 year contract), whereas probationary teachers are evaluated yearly. At the beginning of the year, classroom environments and instructional design expectations were discussed with the staff. Administration walkthroughs are conducted on a regular basis of all classrooms to support teachers and students' academic and behavior goals. For the school year 2020-2021, emphasis will be placed in Social and Emotional Learning due to Distance Learning and also focus on the technological tools used to engage all of our students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Results from state and local assessments are used each year to help set academic goals for our school. Due to Covid-19 SBAC scores are not available from the 19-20 school year. District generated ELA and Math unit assessments were taken up to March 2020. The unit assessment scores are used to monitor student progress and to determine necessary interventions or resources for these students to improve. The district generated unit assessments results for the academic year 2019-2020 showed a steady improvement: ELA AVG for 3rd-6th Grade are the following: unit 1= 45% unit 2= 56% unit 3 = 62% = Total AVG: 54% Compared to 2018-19 SBAC avg for 3rd-6th grade = 57.31% .The district generated unit assessments results for the academic year 2019-2020 showed a steady improvement Unit 1= 58 % Unit 2 = 68% Unit 3= 65% = Total AVG = 63.7% Compare to the 2018-2019 Mathematics SBAC 3rd-6th grade average of 52.64%.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The English Language Proficiency Assessment (ELPAC) Data in conjunction with Smarter Balanced Assessment Consortium (SBAC) aligned district units assessments in English language Arts (ELA) and Mathematics are used to monitor student progress and help provide interventions and resources to our students. The results of the unit assessments were analyzed during teachers and administration Data Reflection sessions (DRS). As a result of the DRS, development of lesson plans aligned to the students' needs and intervention programs were implemented. Instructional aides also work with our EL students in small groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Ocean View Hills School meets 100% requirements for highly qualified teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

During the 2019-2020 school year, teachers received professional development at least once a month. This year during Distance Learning, teachers will continue to receive PD in google suite, Imagine Learning, and any other necessary PD's necessary for success in Distance Learning and Blended Learning. Our IMRA ensures that all students have the adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

During the 2019-20 academic school year, student results/data from district unit assessment were discussed with teachers during the Data Reflection Sessions (DRS). Ocean View Hills School also participated at the district- wide learning walks and SYSD Cabinet visits to assess school implementation of instructional programs, instructional design and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The San Ysidro School District provides assistance to Ocean View School teachers through the implementation of the instructional design. Instructional coaches from Benchmark, Ren Place, Achieve 3000, and other requested content will be used and aligned to the core curriculum in the areas of English Language Arts and Mathematics.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Ocean View Hills School teachers meet after each ELA and Math Unit Assessment to conduct Data Reflection Sessions (DRS) followed by weekly grade level planning for the next unit of study. Teachers also use the computer software (Illuminate) to view the Response Frequency Report which allows them to look at outliers and determine which standards/questions they will use to reteach. Unit assessments take place every five to six weeks throughout the school year. Through the support of the Sci-Phy Teams (science and physical education teachers), the general education staff has the opportunity to meet weekly to collaborate and develop lesson plans aligned to unit assessments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Instructional design is aligned to the core curriculum and other supplementary materials to the California Common Core Standards. Benchmark Advance, My Math, Spiral, and supplementary online materials such as Renaissance Place and Imagine Learning is being used.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Administration, in collaboration with the teachers, developed daily schedules that meet recommended instructional minutes for Language Arts, Mathematics, Physical Education and ELD instruction during Distance and Blended Learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our lesson pacing and master schedule will be determined by multiple measures such as the district unit assessments and SBAC/CAASPP results. Based on each unit formative assessments, teachers will make necessary adjustments with lesson pacing and will look at the district's pacing guide that allows for review and reteaching.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We will continue to use our current adoptions approved by SYSD governing board in English Language Arts and mathematics. Based on formative unit assessments and recommendations by Educational Services, and feedback from grade level DRS, teachers will be given access, if necessary, to supplemental materials aligned to the California Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students will have access to core curriculum and supplemental materials in core contents- English Language Arts, math , science and social science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Ocean View Hills School implemented designated ELD instruction time for all K-6 grade students in order to support ELA instruction. Teachers will also implement small group instruction to support the academic needs of all students in the area of ELA and Mathematics. Instructional Aides were placed strategically based on data and other student needs. The Accelerated Reader program is implemented to support the academic achievement in the area of ELA of at risk students. As a result of DRS sessions, intervention strategies by grade level are implemented for Kinder-6th grade to support Intensive and Strategic students.

Evidence-based educational practices to raise student achievement

Teachers utilize a variety of instructional strategies to support instructional design that entails the "I do" - model/think aloud, energizer (cognitive state change). "We Do" - Whole group instruction, check for understanding, small group, prompts and frames. "You Do" - Independent practice with feedback. With instruction teachers use strategies such as (e.g. Cognitive thinking, Annotations, GLAD Strategies, Fun Fast and Furious, Pair Share) . These teaching strategies and assessment results are shared during Data Reflection Sessions (DRS) to determine the effectiveness of the strategies and to reach instructional agreements. Administration works with the teachers and district education department through the observation and feedback process.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Through the Student Study Team (SST), 504's and Individualized Education Plan (IEP) process, parent meetings are held to assess, monitor, and determine student's individual needs and develop plans of action. Students who qualify for Special Education received an Individual Education Plan (IEP). As a Title 1 school, opportunities for parent involvement and frequent parent-teacher communication take place on a regular basis to provided services and monitor student achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ocean View Hill School parents, community representatives, teachers and staff have the opportunity to participate and provide input through participation in School Parent Meetings, (School Site Council) SSC, English Learners Advisory Committee (ELAC), District's Local Control Accountability Program (LCAP) and District Parent Advisory Council (DPAC) meetings and parent/staff surveys. PIQUE will hold classes for our parents this Winter and there will be parent workshops offered from the Police Department, Southwestern College, and other outside agencies.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 will help fund instructional aides that will support with small group instruction to support those students who are at risk.

Fiscal support (EPC)

San Ysidro School District developed an Local Control Accountability Program (LCAP) plan to meet the needs of San Ysidro School District students through the implementation of programs and services through Site Level-Title 1 and Local Control Funding Formula (LCFF). Through the district LCAP Supplemental, Title II, Title III, ASES, etc. services were received in support of academic achievement. Due to Covid-19 the school is implementing the Learning Continuity and Attendance Plan (LCP).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Ocean View Hills School process for the SPSA and Annual Review and Update will consist of obtaining feedback from teachers, and parents through staff meetings, ELAC and SSC via surveys. During the months of April, May, and August, the SPSA Annual Review and Update will be conducted through review of SPSA goals and outcomes via ELAC and SSC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.2%	0.2%		2	2
African American	8.52%	8.63%	7.16%	86	85	73
Asian	1.78%	1.93%	1.18%	18	19	12
Filipino	11.40%	11.37%	10.88%	115	112	111
Hispanic/Latino	69.57%	68.63%	69.51%	702	676	709
Pacific Islander	0.10%	%	0%	1		0
White	4.46%	3.96%	2.65%	45	39	27
Multiple/No Response	0.59%	0.71%	6.37%	6	7	21
Total Enrollment				1009	985	1,020

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	161	175	188
Grade 1	114	132	141
Grade 2	127	123	126
Grade 3	140	132	127
Grade 4	164	131	146
Grade 5	149	149	134
Grade 6	154	143	158
Total Enrollment	1,009	985	1,020

Conclusions based on this data:

1. Student Enrollment went up by 35% from 18-19 to 19-20 school year.
2. Decrease of African American students by 12 students from the 18-19 to the 19-20 school year.
3. Increase of Hispanic/Latino students by 33 from the 18-19 to the 19-20 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	366	368	398	36.3%	37.4%	39.0%
Fluent English Proficient (FEP)	130	131	121	12.9%	13.3%	11.9%
Reclassified Fluent English Proficient (RFEP)	31	42	26	14.3%	11.5%	7.1%

Conclusions based on this data:

1. English Learners numbers increased at Ocean View Hills by 30 students from 2018-19 school year to 2020-21 school year.
2. Fluent English Proficiency (FEP) number of students decreased by 1.4% from 2018-19 school year to 2020-21 school year.
3. Reclassified Fluent English Proficient (RFEP) decreased by 4.4% from 2018-19 school year to 2020-21 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		139	136		130	132		130	132		93.5	97.1
Grade 4	151	156	134	145	150	127	145	150	127	96	96.2	94.8
Grade 5	150	144	147	144	142	145	144	142	145	96	98.6	98.6
Grade 6	150	150	139	145	145	137	145	145	137	96.7	96.7	98.6
Grade 7	148			144			144			97.3		
Grade 8	142			138			138			97.2		
All Grades	741	589	556	716	567	541	716	567	541	96.6	96.3	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2454.	2452.		39.23	40.91		23.85	19.70		20.77	18.94		16.15	20.45
Grade 4	2444.	2464.	2446.	19.31	24.00	18.90	16.55	22.00	26.77	24.83	30.67	18.90	39.31	23.33	35.43
Grade 5	2509.	2516.	2524.	20.83	28.87	28.28	36.11	27.46	35.17	22.22	22.54	21.38	20.83	21.13	15.17
Grade 6	2525.	2537.	2540.	15.86	19.31	25.55	29.66	40.00	32.85	31.72	23.45	23.36	22.76	17.24	18.25
Grade 7	2595.			26.39			46.53			15.28			11.81		
Grade 8	2611.			32.61			40.58			13.77			13.04		
All Grades	N/A	N/A	N/A	22.91	27.51	28.47	33.80	28.40	28.84	21.65	24.51	20.70	21.65	19.58	22.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		39.23	36.36		41.54	43.94		19.23	19.70
Grade 4	17.93	24.00	19.05	51.72	54.67	49.21	30.34	21.33	31.75
Grade 5	20.14	26.06	32.41	63.19	47.89	52.41	16.67	26.06	15.17
Grade 6	18.62	23.45	25.55	57.24	51.03	46.72	24.14	25.52	27.74
Grade 7	43.75			40.97			15.28		
Grade 8	42.03			42.75			15.22		
All Grades	28.35	27.87	28.52	51.26	49.03	48.15	20.39	23.10	23.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		36.15	34.85		43.08	42.42		20.77	22.73
Grade 4	20.00	21.33	19.05	47.59	50.00	48.41	32.41	28.67	32.54
Grade 5	36.81	33.80	30.34	42.36	41.55	49.66	20.83	24.65	20.00
Grade 6	21.38	31.03	31.39	45.52	42.76	51.82	33.10	26.21	16.79
Grade 7	45.83			43.06			11.11		
Grade 8	47.10			35.51			17.39		
All Grades	34.08	30.34	29.07	42.88	44.44	48.15	23.04	25.22	22.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		30.77	32.58		58.46	56.06		10.77	11.36
Grade 4	11.03	18.00	18.90	51.72	65.33	59.84	37.24	16.67	21.26
Grade 5	15.28	27.46	20.69	68.75	54.93	68.28	15.97	17.61	11.03
Grade 6	20.00	24.14	18.25	62.76	61.38	65.69	17.24	14.48	16.06
Grade 7	16.67			74.31			9.03		
Grade 8	25.36			64.49			10.14		
All Grades	17.60	24.87	22.55	64.39	60.14	62.66	18.02	14.99	14.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		40.77	37.88		43.08	40.91		16.15	21.21
Grade 4	21.38	19.33	17.46	52.41	58.00	49.21	26.21	22.67	33.33
Grade 5	31.94	38.73	32.41	43.75	42.96	49.66	24.31	18.31	17.93
Grade 6	24.14	35.17	35.77	57.24	46.90	43.80	18.62	17.93	20.44
Grade 7	45.14			45.83			9.03		
Grade 8	49.28			35.51			15.22		
All Grades	34.22	33.16	31.11	47.07	47.97	45.93	18.72	18.87	22.96

Conclusions based on this data:

1. In the overall achievement for English Language Arts/Literacy from the 2017-18 to 2018-19 school year there was an increase of 6.24%.
2. For the reading section, from the 2017-18 to 2018-19 school year there was an increase of 6.35% of at or near standard.
3. For the writing section, from the 2017-18 to 2018-19 school year there was an increase of 3.71% of at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		139	136		134	133		134	133		96.4	97.8
Grade 4	151	156	134	150	153	130	150	153	130	99.3	98.1	97
Grade 5	150	144	147	146	143	147	146	143	147	97.3	99.3	100
Grade 6	150	150	139	149	149	139	149	149	139	99.3	99.3	100
Grade 7	148			147			147			99.3		
Grade 8	142			140			140			98.6		
All Grades	741	589	556	732	579	549	732	579	549	98.8	98.3	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		2454.	2480.		32.09	41.35		26.12	36.09		23.88	14.29		17.91	8.27
Grade 4	2441.	2460.	2455.	7.33	11.76	11.54	22.00	25.49	28.46	38.00	40.52	28.46	32.67	22.22	31.54
Grade 5	2504.	2504.	2518.	19.18	25.87	21.09	17.81	14.69	23.81	34.93	32.17	29.93	28.08	27.27	25.17
Grade 6	2520.	2528.	2545.	21.48	18.12	30.94	17.45	24.83	17.99	31.54	34.23	28.06	29.53	22.82	23.02
Grade 7	2557.			19.05			29.25			31.97			19.73		
Grade 8	2598.			30.71			26.43			20.00			22.86		
All Grades	N/A	N/A	N/A	19.40	21.59	26.23	22.54	22.80	26.41	31.42	32.99	25.32	26.64	22.63	22.04

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		47.76	63.91		33.58	24.06		18.66	12.03
Grade 4	17.33	23.53	28.46	33.33	35.29	30.77	49.33	41.18	40.77
Grade 5	27.40	32.87	31.29	36.30	28.67	35.37	36.30	38.46	33.33
Grade 6	27.52	33.56	35.25	34.90	32.89	31.65	37.58	33.56	33.09
Grade 7	31.29			32.65			36.05		
Grade 8	44.29			32.86			22.86		
All Grades	29.37	34.02	39.53	34.02	32.64	30.60	36.61	33.33	29.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		29.85	42.11		44.78	45.11		25.37	12.78
Grade 4	8.67	13.73	16.15	48.00	51.63	45.38	43.33	34.64	38.46
Grade 5	18.49	17.48	22.45	49.32	46.15	43.54	32.19	36.36	34.01
Grade 6	18.79	18.12	33.09	46.98	53.02	35.25	34.23	28.86	31.65
Grade 7	22.45			51.02			26.53		
Grade 8	31.43			45.71			22.86		
All Grades	19.81	19.52	28.42	48.22	49.05	42.26	31.97	31.43	29.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		38.06	53.38		44.03	39.10		17.91	7.52
Grade 4	14.00	19.61	17.69	43.33	46.41	48.46	42.67	33.99	33.85
Grade 5	17.12	21.68	25.17	48.63	48.25	46.26	34.25	30.07	28.57
Grade 6	20.13	24.16	28.06	40.94	44.97	44.60	38.93	30.87	27.34
Grade 7	19.73			66.67			13.61		
Grade 8	32.86			47.86			19.29		
All Grades	20.63	25.56	30.97	49.45	45.94	44.63	29.92	28.50	24.41

Conclusions based on this data:

1. For overall academic achievement from the 2017-18 to 2018-19 school year there was an increase of 4.64% of Standard Exceeded for all grades.
2. For all math sections from the 2017-18 to 2018-19 school year there was an increase by all grade levels- Concepts & Procedures (+ 5.51%) Problem Solving & Modeling/Data Analysis (+8.9%) , Communicating Reasoning (+5.41%)
3. For the Problem Solving section, from the 2017-18 to 2018-19 school year there was an increase of 14.97% above standard in 6th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.0	1420.8	1430.7	1429.5	1411.3	1400.5	54	78
Grade 1	1474.3	1469.4	1450.2	1469.0	1497.8	1469.3	49	48
Grade 2	1498.6	1499.5	1490.4	1480.6	1506.5	1517.8	48	59
Grade 3	1489.1	1509.4	1479.7	1504.0	1498.0	1514.4	47	42
Grade 4	1494.7	1503.7	1485.9	1493.0	1503.0	1513.9	40	52
Grade 5	1531.8	1520.8	1522.0	1507.8	1541.0	1533.4	38	40
Grade 6	1546.0	1462.5	1542.3	1445.3	1549.2	1479.3	42	33
All Grades							318	352

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.63	8.97	24.07	35.90	37.04	48.72	*	6.41	54	78
1	40.82	20.83	42.86	25.00	*	39.58	*	14.58	49	48
2	58.33	27.12	27.08	35.59	*	32.20	*	5.08	48	59
3	*	30.95	34.04	38.10	40.43	19.05	*	11.90	47	42
4	*	9.62	47.50	57.69	*	17.31	*	15.38	40	52
5	44.74	27.50	34.21	37.50	*	17.50	*	17.50	38	40
6	45.24	12.12	26.19	33.33	*	18.18	*	36.36	42	33
All Grades	35.22	18.75	33.33	37.78	19.81	30.11	11.64	13.35	318	352

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.48	15.38	29.63	32.05	25.93	41.03	*	11.54	54	78
1	32.65	22.92	34.69	25.00	*	39.58	*	12.50	49	48
2	60.42	25.42	27.08	47.46	*	22.03	*	5.08	48	59
3	*	42.86	51.06	33.33	27.66	14.29	*	9.52	47	42
4	40.00	30.77	35.00	50.00	*	5.77	*	13.46	40	52
5	50.00	45.00	36.84	32.50	*	5.00	*	17.50	38	40
6	61.90	18.18	*	30.30	*	21.21	*	30.30	42	33
All Grades	40.57	27.27	33.33	36.36	16.04	23.30	10.06	13.07	318	352

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.78	3.85	*	34.62	51.85	56.41	*	5.13	54	78
1	53.06	16.67	26.53	25.00	*	41.67	*	16.67	49	48
2	52.08	28.81	27.08	37.29	*	22.03	*	11.86	48	59
3	*	23.81	27.66	23.81	34.04	40.48	34.04	11.90	47	42
4	*	1.92	40.00	40.38	*	38.46	*	19.23	40	52
5	42.11	17.50	*	30.00	*	30.00	*	22.50	38	40
6	40.48	9.09	*	18.18	*	33.33	26.19	39.39	42	33
All Grades	33.02	13.92	22.96	31.25	25.16	38.92	18.87	15.91	318	352

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.74	14.10	50.00	78.21	*	7.69	54	78
1	53.06	39.58	36.73	52.08	*	8.33	49	48
2	64.58	40.68	31.25	54.24	*	5.08	48	59
3	*	30.95	65.96	52.38	*	16.67	47	42
4	35.00	21.15	55.00	61.54	*	17.31	40	52
5	34.21	12.50	63.16	70.00	*	17.50	38	40
6	42.86	21.21	50.00	42.42	*	36.36	42	33
All Grades	41.51	25.57	49.69	60.80	8.81	13.64	318	352

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.19	14.10	50.00	71.79	*	14.10	54	78
1	30.61	20.83	53.06	58.33	*	20.83	49	48
2	56.25	13.56	35.42	77.97	*	8.47	48	59
3	36.17	59.52	53.19	33.33	*	7.14	47	42
4	52.50	46.15	30.00	40.38	*	13.46	40	52
5	73.68	67.50	*	15.00	*	17.50	38	40
6	66.67	18.18	26.19	45.45	*	36.36	42	33
All Grades	48.74	31.53	39.31	52.84	11.95	15.63	318	352

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.07	0.00	62.96	94.87	*	5.13	54	78
1	67.35	27.08	22.45	54.17	*	18.75	49	48
2	52.08	22.03	31.25	62.71	*	15.25	48	59
3	*	19.05	55.32	57.14	40.43	23.81	47	42
4	*	3.85	67.50	75.00	*	21.15	40	52
5	39.47	37.50	47.37	40.00	*	22.50	38	40
6	40.48	15.15	*	27.27	40.48	57.58	42	33
All Grades	33.96	15.91	43.71	63.92	22.33	20.17	318	352

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.15	42.31	37.04	39.74	*	17.95	54	78
1	48.98	14.58	40.82	62.50	*	22.92	49	48
2	52.08	25.42	41.67	57.63	*	16.95	48	59
3	*	21.43	55.32	71.43	23.40	7.14	47	42
4	32.50	11.54	45.00	76.92	*	11.54	40	52
5	42.11	10.00	42.11	70.00	*	20.00	38	40
6	*	24.24	71.43	54.55	*	21.21	42	33
All Grades	38.05	23.30	47.17	59.94	14.78	16.76	318	352

Conclusions based on this data:

1. Students in Levels #1-4 from the 2017-18 to 2018-19 school year for all grades:
Level 4/Bridging (highest) -well developed English Skills= -16.47%
Level 3/Expanding - moderately developed English Skills =+4.45
Level 2:/Expanding- somewhat developed English Skills = + 10.3
Level 1/Emerging- beginning stage of developing English Skills = +1.71
2. Total # of students tested went from 318 to 352 from the 2017-18 to 2018-19 school year
37.78% of students are in level 3- Expanding for the 2018-19 school year
3. Speaking was the highest domain at 31.53% at well developed.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
985	51.8	37.4	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	368	37.4
Foster Youth	4	0.4
Homeless	129	13.1
Socioeconomically Disadvantaged	510	51.8
Students with Disabilities	103	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	85	8.6
American Indian	2	0.2
Asian	19	1.9
Filipino	112	11.4
Hispanic	676	68.6
Two or More Races	45	4.6
White	39	4.0

Conclusions based on this data:

1. Ocean View Hills School population demographics shows that there was an increase of our Social Economically Disadvantage (51.8%) from the 2017-18 to the 2018-19 school year by 10.4% and our English Learners (37.4%) increased by 1.1% from the 2017-18 to the 2018-19 school year.
2. Ocean View Hills School Homeless population of students (13.1) decreased by 1.6% from the 2017-18 to the 2018-19 school year
3. Ocean View Hills School Ethnicity population is predominately Hispanic at 68.6%,

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Blue

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

Conclusions based on this data:

1. English Language Arts went up from yellow (2018) to green (2019). Mathematics went up from yellow (2018) to blue (2019).
2. Chronic Absenteeism maintained in yellow.
3. Suspension rate went down from green (2018) to yellow (2019).

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 10.3 points above standard Maintained ++1.3 points 515	 Orange 9 points below standard Maintained -1.6 points 258	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 12.6 points below standard Maintained -2.3 points 60	 Yellow 8.6 points below standard Increased ++3.3 points 268	 Orange 70.8 points below standard Increased Significantly ++3.1 2 points 66

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Green 10.1 points above standard Increased ++4.3 points 44	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  Green 56.2 points above standard Declined -7.6 points 63
Hispanic  Yellow 4.4 points below standard Maintained -0.5 points 350	Two or More Races  No Performance Color 51.1 points above standard Increased Significantly ++31.8 points 30	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 12.2 points above standard Declined -7.4 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 66.1 points below standard Declined -10 points 140	Reclassified English Learners 58.9 points above standard Increased ++8.5 points 118	English Only 25.1 points above standard Increased ++3.8 points 236
--	---	--

Conclusions based on this data:

1. The socioeconomically disadvantaged group for ELA increased by 3.3 points and are in the yellow.
2. Students with disabilities increased significantly by 34.2 points and are in the yellow.
3. African American students increased by 4.3 points.

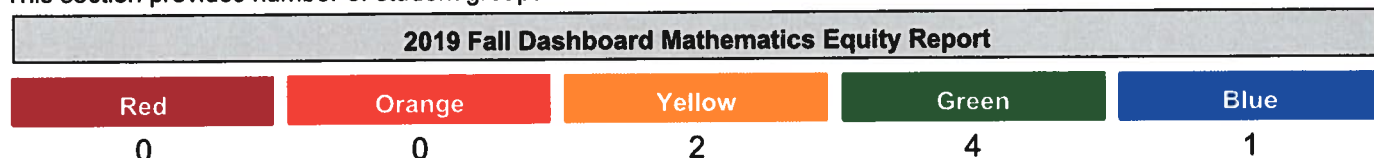
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 2.2 points above standard Increased Significantly ++15.8 points 515	English Learners  Green 3.4 points below standard Increased Significantly ++18.7 points 258	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  Green 20.9 points below standard Increased Significantly ++15.8 points 60	Socioeconomically Disadvantaged  Green 12.7 points below standard Increased Significantly ++18.8 points 268	Students with Disabilities  Yellow 72.4 points below standard Increased Significantly ++18.6 points 66

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Yellow 30 points below standard Increased ++4.9 points 44	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  Blue 52.5 points above standard Increased Significantly ++25.1 points 62
Hispanic  Green 7.3 points below standard Increased Significantly ++15.1 points 351	Two or More Races  No Performance Color 34.3 points above standard Increased Significantly ++26 points 30	Pacific Islander	White  No Performance Color 9.2 points below standard Declined -3.4 points 13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 47.6 points below standard Increased ++11.9 points 140	Reclassified English Learners 49 points above standard Increased Significantly ++26.7 points 118	English Only 3.6 points above standard Increased ++13.2 points 236
--	---	--

Conclusions based on this data:

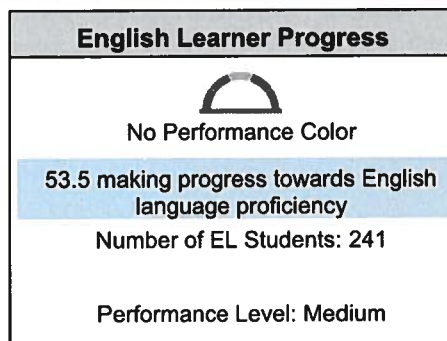
1. The overall mathematics performance level for OVH is high with an increase significance of 15.8 points and are in the blue and 2.2 points above standard.
2. There was a significant increase with the Hispanic subgroup of 15.1 points and are in the green.
3. There was a significant increase with the Socioeconomically disadvantaged group of 18.8 points and are in the green.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3	31.1	7.4	46.0

Conclusions based on this data:

1. The English Learners progress is making progress by 53.5 %. Our goal is 55%.
2. The number of students EL students is 241 at a medium performance level.
3. 31.1 % of EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data available for Ocean View Hills School

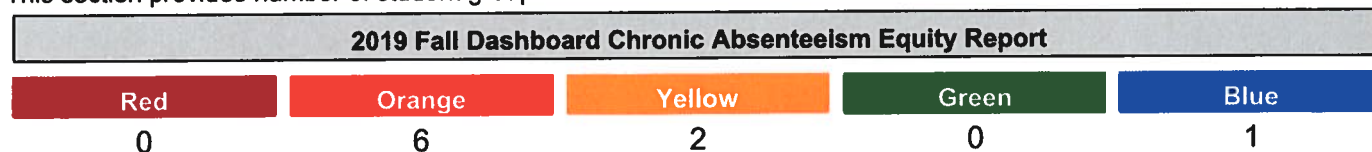
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5 Increased +2.1 1055	English Learners  Yellow 4.8 Increased +1.2 396	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  Orange 9.7 Increased +7.1 124	Socioeconomically Disadvantaged  Orange 7.5 Increased Significantly +3.1 560	Students with Disabilities  Orange 12.6 Increased +8.3 135

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 7.4 Increased +3 95	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color 0 Maintained 0 15	Filipino  Yellow 3.3 Increased +1.7 120
Hispanic  Orange 5.4 Increased +2.5 708	Two or More Races  Blue 1.4 Declined -2.8 69	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 6.8 Increased +0.9 44

Conclusions based on this data:

1. All sub groups increased by 2.1.
2. Highest student group to increase was the socioeconomically disadvantaged by 3.1%
3. Highest race to increase was African American students by 3%

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. No data since this is for high school.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



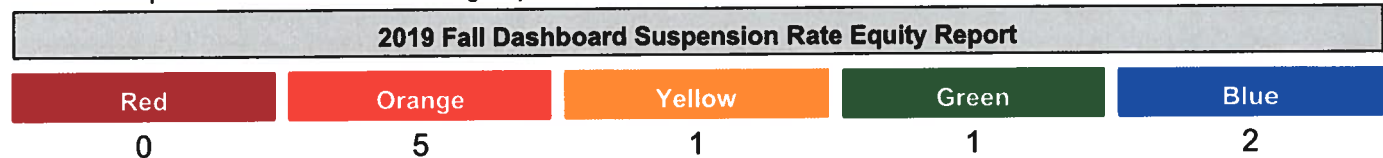
Green



Blue

Highest
Performance

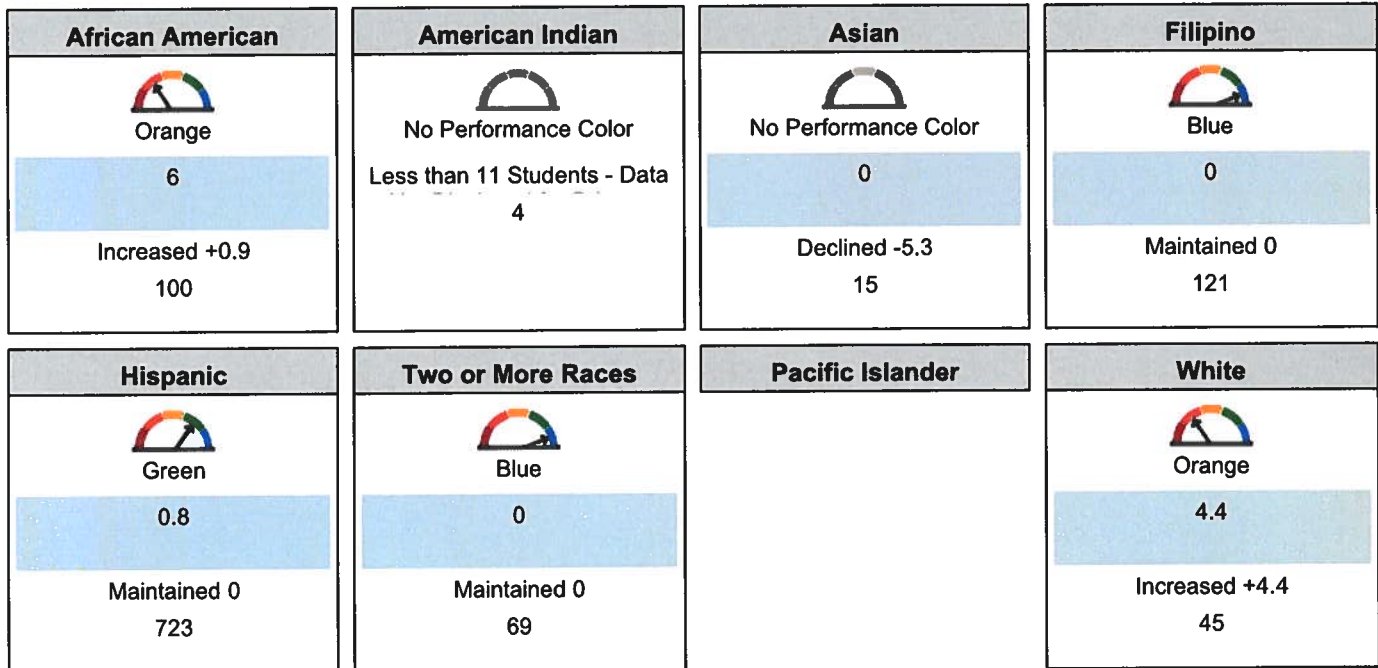
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>1.3</p> <p>Maintained +0.2</p> <p>1077</p>	<p>Yellow</p> <p>1</p> <p>Increased +0.8</p> <p>400</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Orange</p> <p>1.6</p> <p>Increased +1</p> <p>125</p>	<p>Orange</p> <p>2.1</p> <p>Increased +1</p> <p>566</p>	<p>Orange</p> <p>3.6</p> <p>Maintained +0.1</p> <p>139</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	1.3

Conclusions based on this data:

- Overall the suspension rate for all students maintained at .2
- African American students increased by 0.9%
- The suspension rate increased from 2018 to 2019 by .2%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students, including English Learners, and Special education students will improve annually in all content areas.

Goal 1

Based on state assessments (i.e. SBAC/CAASPP) and district assessments (i.e. Unit Formative Assessments in English Language Arts and Math), Ocean View Hills students will show growth in ELA, Math, and ELD. The percentage of students scoring "Standards Met" and "Standard Exceeded" on the CAASPP/SBAC will increase in both English Language Arts and Math by 5%. Research-based strategies to support the achievement of this goal will include best instructional practices and lesson design, whole brain research strategies, and supplemental materials for English Learners, other target groups, and Students with Disabilities. (Please refer to the Findings below for further details.). Due to Distance Learning, other components will also be looked at such as access to connectivity and pupil learning loss.

Identified Need

Based on previous assessment results such as state assessments (i.e., SBAC/CAASPP) and district assessment for English Language Arts and Mathematics. Due to Covid-19, SBAC results will only be from 2018-2019 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP California Dashboard ELA	California Dashboard for ELA All Students for 2019, reported a status green, 10.3 points above standard), maintained by 1.3 points.	Goal for ELA all students will be to increase significantly by 5 points .
CAASPP California Dashboard Mathematics	California Dashboard for Math All Students for fall 2019, reported a status level of Blue (2.2 points above standard) , an increase of 15.8 points.	Goal for Math All Students will be to increase by 5 points.
District Assessment Data	Baseline data was set during the academic year 2019-2020 for ELA and Math Unit Assessments.	The expected outcome for academic year 2020-21 will be an increase of 5% in the average of unit assessments for ELA and Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Due to the school closures, there is only data available for Units 1-3.</p> <p>The average for the unit assessments in ELA were: Kinder 54%, 1st grade 74%, 2nd grade 69%, 3rd grade 63%, 4th grade 51%, 5th grade 58%, and 6th grade 43 %.</p> <p>The average for the unit assessments in Mathematics were: Kinder 95%, 1st grade 80%, 2nd grade 87%, 3rd grade 66%, 4th grade 55%, 5th grade 61%, and 6th grade 59%.</p>	
CAASPP California Dashboard 2019 Chronic Absenteeism Rates	<p>Chronic Absenteeism School indicators for 2019 indicate the following:</p> <p>All Students: Status Level Yellow at 5% increased by 2.1%</p> <p>Socioeconomically Disadvantage: increased by 3.1% orange</p> <p>African american subgroup: increased by 3% orange</p>	Expected outcomes for 2020-21 will be to decline significantly by 5.0% or greater in mentioned subgroups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support for Standards-Based Curriculum, Planning, and Instruction.

1a) Ocean View Hills will ensure that lesson design and curriculum and core instructional material are aligned with the Common Core State Standards for English Language Arts and Mathematics continue during Distance and Blended Learning. Grade Level PLCs/DRS will participate in a meta-reflection process during scheduled data reflection sessions. PLCs/DRS will analyze data, and

identify common agreements- delivery of instruction using technology, instructional practices, lesson designs, determine necessary supplemental curriculum, materials, and resources. Common agreements will be implemented as a grade level to address students who score below the line in the assessment matrix, and to address the achievement gap for the subgroups.

1b) All grade level teams will allocate a minimum of 45 minutes of ELD designated time to support our English Learners and they will be grouped by level in accordance to ELPAC (Level 1 -Level 4).

1c) Based on ELA and math formative unit assessments, grade level teams will provide small group instruction to differentiate lesson design for students who score below the line and provide interventions.

1e) Build site leadership capacity within grade level teams to collaborate and share teaching strategies and best practices during planning time. This will be accomplished with our Instructional Leadership Team (ILT) that includes one representative from each grade level and alternate.

1f) Site administration will conduct virtual instructional walkthroughs to provide teacher support and feedback. Emphasis will be school-wide focus on Common Agreements from data reflection sessions.

1g) Professional Development (PD) will be provided to teachers to increase student achievement. Teachers will learn new strategies to reach students in the distance learning and blended learning environments.

1h) School IMRA will assure that our staff and students have all of the core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Aides (total 5)

Instructional Aides to provide supplemental academic support in small group instruction.

2a) Support faculty and assist students with computer-assisted instruction, reinforce instruction in mathematics, language arts, second language acquisition, and other subject areas.

2b) Assist students in developing critical thinking skills.

2c) Assist and reinforce teacher instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
65,884.10	Title I
7,077.26	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continuity of Learning:

Ocean View Hills School is committed to providing a high quality education under the state and local public health guidelines, to assure the safety of students and staff. Ocean View Hills School will be in line with the SYSD Instructional Program to move through three phases of implementation. Each of the three phases will be aligned with State & County health Officials guidance on safe reopening.

3a) Instructional Program Phases I-III

Distance Learning Academy

Day Camp

Distance Learning Only Option

Blended Learning Program Option

3b) Instructional model that incorporates gradual release model of direct instruction.

Grade level instruction for ELA, and Mathematics

Small group leveled instruction to bridge the gap and loss of instruction (ELA/ELD)

Instructional Support through Title 1 Instructional Aides.

District support teacher (November - December)

3c) Systematic assessment and data protocol based on grade level standards instruction in ELA and Math

Unit Assessments ELA and Math

STAR Assessments

Data Review Sessions with Administrator

Grade Level PLC.

3d) Covid-19 Safe Reopening School Plan

3e) Access to devices and connectivity for Distance Learning (Chromebooks and Hotspots)

3f) Resources and support to address student and staff mental health and social emotional well-being.

Social Emotional Learning (SEL)

Designated Instructional Time

SEL Curriculum- Second Step

Mental Health PD- Staff

Positive Behavior Intervention Support (PBIS) program.

SWIS Program

Recognition of Students Attendance, Academic and Social Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Access to Connectivity:

As Ocean View Hills School plans for instruction to be carried out by means of a distance-learning context, ensuring access to devices and connectivity for all students is imperative. Ocean View Hills will assess technology and support student needs for connectivity.

4a) Distributing devices (Chromebooks) to every student to reach 1:1 for all currently enrolled students.

4b) Refer families to low and no cost internet options through Cox Compete 2 Connect program.

4c) Provide hotspots to families in need who reside in areas with poor internet connectivity from 1,100 hotspots provided by the district.

4d) Direct outreach efforts from school is ongoing and includes specific assessment of technology needs and connection of students and families to services.

4e) Technology support provided by the district to families and staff for technical issues and navigation of online instructional platforms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Roles and Responsibilities:

5a) Custodial staff will be sanitizing schools and all touch points at the top of every hour.

5b) Classified staff will be supporting the school in the distribution of books, Chromebook, hotspots, and supplies. Classified staff will help with scanning these items into Synergy and our school check-out system Destiny.

5c) Classified staff will be attending to parents by appointments only during their work day for the purpose of registration. They will also continue to set-up appointments to attend to parents with distribution of school related items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supporting Pupils with Unique Needs:

Additional support for pupils with unique needs will be provided, including for English learners (ELs), pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided.

6a) Document Core Required Designated ELD and Integrated ELD through Master Schedule and Lesson Plans

6b) For students with exceptional needs, document daily instruction with case managers and general education teachers that align with IEP goals.

- 6c) Document additional instructional sessions that are offered to mitigate learning loss
- 6d) Provide targeted support in areas of need for foster youth and students experiencing homelessness.
- 6e) Offer training for parents to support students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Pupil Learning Loss:

Activities to mitigate learning loss or regression due to school closure. To help students re-integrate into the school community after a prolonged absence. To help teachers be able to identify quickly student present levels in order to define metrics that would assess student learning loss.

- 7a) Use of district and embedded assessments
- 7b) Use of district support teacher
- 7c) Expanding use of Educational Platforms
- 7d) Use of Instructional Aides for additional support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Centralized Services

Resource Teachers. Director of Educational Services, Student and Family Services Manager

8a) District resource teachers and the Director of Educational services work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. They provide professional development for substitute teachers and instructional aides for the implementation of Google Classroom. Additionally, they also provide support for teachers with the implementation of the digital version of our board adopted core curriculum and our board adopted supplemental educational technology platforms (Renaissance, Achieve, Imagine Learning, etc). In addition, Resource Teachers provide direct support for teachers as requested by school site administration.

8b) Resource Teachers and the Director of Educational Services revise and evaluate district common assessments to ensure alignment to standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. The Director of Educational Services supports the implementation of the instructional design through learning walks that are aimed at the calibration of instructional practices on all school sites as part of a cycle of continuous improvement.

8c) SYSD has a Student and Family Services Manager (SFSM) to support homeless children, foster youth, and needy students and families within the community. Students are provided school uniforms and shoes, bus passes for transportation, and other resources. The Student and Family Services Manager assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, attends learning walks, leadership meetings, and participates in the SART and SARB process to support the success of homeless and foster youth. In addition, the SFSM provides access to resources such as housing, tutoring, and medical/dental services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies outlined in the 2019-20 SPSA were implemented as outlined in the plan. In the area of ELA 2019 CAASPP results indicated the following: School wide 57.31% of our students met or exceeded Standard for ELA (Level 1- Standard not met: 22%, Level 2- Standard Nearly Met- 20.70%, Level 3- Standard Met - 28.84% , Level 4- Standard Exceeded - 28.47%) In the area of Mathematics: results indicated the following: School wide 52.64% of our students met or exceeded standard for math (Level 1- Standard not met: 22.04%, Level 2- Standard Nearly Met- 25.32%, Level 3- Standard Met - 26.41% , Level 4- Standard Exceeded - 26.23%)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, Covid-19 we integrated components of the Learning Continuity and Attendance Plan (LCP)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be discussed with staff, SSC, and ELAC members.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will be educated in positive academic environments that are welcoming, safe, and drug-free.

Goal 2

Ocean View Hills School will implement policies and procedures to assure positive academic environments that are safe, drug-free, and conducive to learning during Distance and Blended Learning.

Identified Need

OVHS will have four school-wide rules (Be respectful, be responsible, be safe, and be kind), classrooms will hold community circles, and a Social and Emotional Component (SEL) will be integrated to the curriculum this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP California Dashboard Fall 2019 Suspension Rates	Suspension School indicators for Ocean View Hills School for 2019 indicate the following: All Students: Status Level Yellow at 1.3% - Maintained 0.2%	Expected outcomes for 2020-21 will be to continue decline by 1.0% or greater in all subgroups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Access to Connectivity: Connectivity for all students is imperative during distance learning and blended learning to maintain a positive and healthy school culture.

- 1a) Distribution of devices (Chromebooks) to all new students
- 1b) Provide families access to internet connectivity services as needed with distribution of hotspots.
- 1c) Prompt access to technology support for students/families struggling with connectivity

1d) Promote responsible use of internet usage (sharing our 4 school-wide rules and how they pertain to distance learning).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development: Support for our staff as they onboard new skills to teach virtually. The skills of navigating through the Google suite to support their teaching and student learning is essential. Developing their skills around curriculum, supplemental material, and technology to support the delivery of instruction will help support in any platform.

2a) Google Classroom Professional Development

2b) Imagine Learning Professional Development

2c) Seesaw Professional Development

2d) Continuation of our Innovation Academy where teachers are being trained by our technology rep

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Roles and Responsibilities:

The pandemic has caused us to make a “paradigm shift” in roles and responsibilities--ensuring that we are sustaining the pillars of communication/safety/connectivity/standards based distance learning.

3a) Teachers create and maintain standards based Google classrooms with appropriate resources

3b) Principal is responsible for implementing and managing the pillars

3c) Admin and support staff leverage resources to sustain families emotional health by referring them to our community agencies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and staff

Strategy/Activity**Pupil Participation:**

The extent to which students show up and complete learning activities. Participation may include, completion of assignments contact with school, students and family.

4a) Teachers will monitor participation using the “Distance Learning Participation and Engagement” Documentation

4b) Student Attendance Concern Referral form will be used for areas of concern related to attendance and participation

4c) Monitoring by Attendance Team

4d) Incentive Rewards/ Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,054.64

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mental Health and Well Being:

Students will be educated in a positive academic environment that is welcoming and safe.

Teachers will implement trauma-sensitive practices.

5a) SEL in daily schedule, Second Steps curriculum, PBIS

5b) Community Resources: Youth Enactment Services (YES) , South Bay Community Services (SBC)

5c) Campus Security to reinforce county guideline and protocols for covid-19 safety measures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School Nutrition:

Once the school's Blended Learning phase begins, students will be provided in-person meals.

Those students who are exclusively Distance Learning, pick-up meals will be provided

6a) Breakfast and lunch will be provided to all students. One of the meals will be provided on campus, and the other meal will be served in a grab and go model.

6b) We will continue to provide meals to all families through our community feeding model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families

Strategy/Activity

Pupil and Family Engagement and Outreach

The activities of this strategy are intended to aid students and families of pupils not engaging in instruction and are at risk of learning loss. The strategies will be conducted in a caring, trauma informed approach with the goal of providing the support necessary to engage the student in the learning process

7a) The implementation of an Outreach Consultant to serve as a liaison between parents, district and community services.

7b) Implementation of a three Tier System to support students that are at a risk of learning loss or not engaging in Distance Learning.

7c) Use of an automated call program to follow up on unexcused absences (Tier 1).

7d) Implementation of a Student Attendance Concern Referral form to be used by teachers to identify students with lack of engagement or participation in Distance Learning. This form will be sent to the Outreach Consultant for follow up (Tier I).

7e) For students chronically absent or has been absent for 3 consecutive days a formal Attendance Student Success Team meeting will be conducted via Zoom or Google Meet. The objective of the meeting will be to evaluate the concerns over attendance and identify any additional needs that the family may have. The objective of the team will be to support the family and student so that the student can become re-engage in school. Services may include referral to services and home visits (Tier II).

For students whose interventions implemented during Tier I and Tier II were not sufficient, consultation with internal support (McKinney Vento, Special Education) will be conducted as well as daily contact attempts (Tier III).

7f) Community based outreach and supports for child welfare would be addressed (Tier III)

7e) SARB Meetings (Tier III)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will continue to implement our school-wide rules during distance and blended learning. In addition, this year we have added Second Steps curriculum which is a social and emotional component for our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, Covid-19 we integrated components of the Learning Continuity and Attendance Plan (LCP)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the pandemic, Covid-19 we are still trying to implement a normalcy with virtual spirit weeks and virtual awards assemblies. Many activities were added to this goal to coincide with the Learning Continuity Plan and Attendance Plan to ensure support for all our students and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Parent participation in the educational process will increase annually.

Goal 3

Ocean View Hills School will continue with parent involvement at school activities during Distance and Blended Learning

Identified Need

During distance and blended learning there is a need of constant communication and provide necessary resources during these trying times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Records to parent meetings, SSC meetings, ELAC, parent-teacher conferences, back to school night, and parent workshops.	Have a significant parent involvement during Distance and Blended Learning	Increased parent participation at each meeting/event

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All families

Strategy/Activity

Stakeholder Engagement is imperative to inform all:
Meaningful involvement of parents, students, and other stakeholders. Maintaining effective forms of school to home communication about school programs and student process
All virtual this year due to Distance and Blended Learning

1a) Parent Virtual Orientations- August 2020 (English and Spanish Version)

1b) Provide Virtual Parent Workshops through outside providers and school staff (PIQE, Guest Speakers, etc).

1c) Communicate and invite parents to virtual parent meetings (i, e. ELA, SSC)

1d) Invite parents to view videos of Students Recognition Assemblies (Attendance, Academic, Social), Virtual Back to School Night, Virtual Open House, and Virtual Winter Program.

1e) Virtual Parent Google basic training

1f)) Blackboard Messages, School website, virtual flyers, and class dojo are our communication platforms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,598.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Pupil and Family Engagement & Outreach

The participation of parents in academic and social development is crucial for the child's success. At Ocean View Hills School we strive to provide parents with opportunities to participate in school activities and become actively involved in their child's academic endeavors. Due to the Covid-19 pandemic SYSD has provided our parents with resources to help support the SYSD families.

2a) Online Registration Support

2b) Title 1 Parent Meeting

2c) SSC, ELAC, DELAC, and DPAC monthly Committees meetings

2d) Virtual Back to School Night and Open House

2e) SYSD and SY Community Organizations Food Pantries

2f) SY Health Center Rolling Clinic

2g) Students Supplies Distribution for beginning of the school year

2h) Outreach Consultants to support families and students with resources and attendance monitoring

2i) Chromebook and Hotspot Distribution for Distance Learning accessibility.

2j) SYSD Child Nutrition Department weekly

2k) OVHS School Site Council developed the School, Parent and Family Engagement Policy and the School Parent Compact.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2019-20 school year, PIQUE was not able to give courses in English and Spanish and there was active participation with parent meetings, especially with ELAC. Guest speakers from the District Attorney's Office and community members came to address our families. We also held a resource fair with outside agencies that supported our families for our Back to School event.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, Covid-19 we integrated components of the Learning Continuity and Attendance Plan (LCP)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SPSA plan will be modified by adding the collaboration work with outside agencies, parent programs and conferences to increase parent engagement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$144190.19
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,614.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$92,016.00
Title I Part A: Parent Involvement	\$2,598.00

Subtotal of additional federal funds included for this school: \$94,614.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$94,614.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Margarita Cano	Parent or Community Member
Priscilla M. Barajas	Parent or Community Member
Alma Rubio	Parent or Community Member
Stephen Anthony Collins	Parent or Community Member
Tina Zabala	Parent or Community Member
Juanita Murillo	Other School Staff
Daniel Padilla	Classroom Teacher
Katina De Leon	Classroom Teacher
Sylvia Mayer	Classroom Teacher
Consuelo Carranza	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

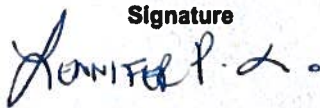
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


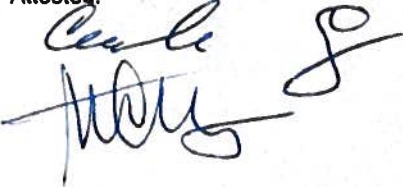
Committee or Advisory Group Name
English Learner Advisory Committee , Jennifer Villanueva

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 30, 2020.

Attested:



Principal, Consuelo Carranza on 12/03/2020

SSC Chairperson, Tina Zabala on 12/03/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

- a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Ocean View Hills School Title 1, Part A School-Parent Compact 2020/2021

Ocean View Hills School and the parents of the students participating in activities services and programs funded by Title 1, Part A, agree that the School Parent Compact outlines how the parents and the entire school staff and the students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title 1, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]).

The importance of ongoing communication between parents and teachers through, but not limited to, the following:

- Parent-teacher conferences
- Frequent reports on student progress
- Reasonable access to staff;
- Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Ocean View Hills School jointly developed the school-parent compact through collaboration and feedback at the following activities:

- Parent-Principal Meetings
- School Site Council Meetings (SSC)
- English Language Acquisition Committee (ELAC)
- Parent Workshops

This Compact was approved by Ocean View Hills School on November 30, 2020, and will be in effect for the period of the 2020/2021 school year. The school will distribute the Compact to all parents and family members participating in the Title 1, Part A program.

Consuelo Garranza, OVHS Principal


Signature

11/30/2020
Date

**Title I School Parent and Family
Engagement Policy
Ocean View Hills School
2020/2021 School Year**



Ocean View Hills School (OVHS), with parents and family members, was jointly developed, mutually agreed upon and distributed to, parents and family members of participating children in Title 1, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c):

- Parents and family members, of participating children in Title 1, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy mutually agreed upon by such parents for carrying out requirements as outlined in ESSA sections 1116(c) through (f) (ESSA Section 1116[b][1]).
- Parents and family members of participating children in Title 1, Part A programs, may amend the parent and family engagement policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]).
- The San Ysidro School District has a district level parent level family engagement policy that applies to parents and family members in all schools served by the district, and the San Ysidro School District may amend the policy, if necessary to meet the requirements (ESSA Section 1116[b][3]).
- Parents and family members of children participating in Title 1, Part A, programs, can if they find the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the San Ysidro School District, shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]).
- OVHS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This annual meeting is held at the beginning of the school year. All parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved (ESSA Section 1116[c][1]).
- OVHS offers parent engagement meetings at various times that are convenient to families, such as the morning and evenings and may provide Title 1, Part A, funds when applicable for transportation, childcare, or home visits, as such services relate to parent involvement (ESSA Section 1116[c][2]).
- OVHS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I, Part A, including the planning, review and improvement of the school parent and family engagement policy and the joint development of the Single Plan for Student Achievement. This takes place at a Monthly Principal Parent Meeting, ELAC Meetings and SSC Meetings (ESSA Section 1116[c][3]).
- OVHS provides parents and family members of participating students of Title 1, Part A programs with timely information on the curriculum used at the school, the assessments used to measure student progress, and the achievement levels of the challenging State

academic standards; and if requested by parents of Title I students, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, and to respond to any such suggestions as soon as practicably possible in decisions relating to the education of their children. These meetings are held throughout the school year such as, Parent Orientation/Annual Title 1 Parent Meeting, Principal Parent Meetings, Student Study Team, School Site Council Meetings, English Language Advisory Committee, and/or Parent-Teacher Conferences. (ESSA Section 1116[c][4][A-C])

- If the school-wide program is not satisfactory to the parents of participating children, parents may submit any comments on the plan when the school makes the plan available to the local educational agency. (ESSA Section 1116[c][5])

Ocean View Hills School has developed this written Title I Parent Engagement Policy with input from Title I parents in consultation with school personnel, community members, and parents; it was adopted on November 30, 2020 by the Ocean View Hills School Site Council.

Due to COVID-19 this policy will be distributed to parents of Title I students through email and made available on the school website: This policy will be provided in a language the parents can understand to the extent possible.

Consuelo Carranza , Ocean View Hill School Principal


Signature


Date