



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ocean View Hills Elementary	37683796119341	05/29/2025	06/24/2025

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

At Ocean View Hills School, we are committed to providing each student with a supportive and inclusive learning environment, ensuring that all students, including English Learners (ELLs), students with disabilities, and at-risk student groups, have the opportunity to achieve academic and personal success. In alignment with the San Ysidro School District's mission and Local Control Accountability Plan (LCAP), our efforts are focused on three key goals:

1. Student Achievement,
2. Culture, Climate, and Student Well-being, and

3. Parent Engagement.

Using input gathered from community forums, staff and parent feedback meetings, SSC, DPAC/DELAC meetings, management team sessions, student feedback, survey data, and the Differentiated Assistance process, we have refined our site plan to directly address the needs of our diverse learners. Specifically, feedback from parents and staff emphasized the need for increased academic interventions, greater support for English language development, more targeted support for students with disabilities, and expanded opportunities for family engagement and social-emotional learning.

Based on this feedback and our ongoing data analysis, Ocean View Hills School will focus on the following priority actions:

1. Academic Intervention and Support for ELLs, Students with Disabilities, and At-Risk Students:

We will strengthen interventions to accelerate learning and address learning loss through a continuous improvement model that includes targeted push-in support, instructional aide support, expanded learning opportunities, and professional development. Teachers will engage in professional learning development focused on English Language Development (ELD) strategies and inclusive practices, with ongoing coaching and planning support from our Resource Teachers. Instruction will be enhanced through integrated ELD modules (SDCOE) and SCI/PHY, providing enrichment and reinforcing academic language development.

2. Positive Behavior and Social-Emotional Supports:

We will expand our implementation of Positive Behavior Interventions and Supports (PBIS) in alignment with our Positive Discipline Plan to build safe, supportive environments where all students feel respected and valued. PBIS team development and social-emotional learning (SEL) curriculum implementation will address the specific needs of English Learners, students with disabilities, and chronically absent students. School social workers will support the mental health needs of students using a multi-tiered system of supports (MTSS), with particular attention to students identified as at-risk.

3. Parent and Community Engagement:

In response to parent feedback, we will expand workshops and classes at our Community Parent Center and school site, offering topics tailored to the needs of families of English Learners, students with disabilities, and other high-need student groups. School events will be designed to build positive connections between families and the school, fostering a welcoming environment that supports student achievement and family-school partnerships.

Ocean View Hills School serves a diverse student population, including many students from high-needs groups such as English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing homelessness or foster care. Through targeted actions and services — including instructional coaching, supplemental materials, restorative practices, intervention supports, and social-emotional resources — we are committed to providing a high-quality education that promotes equity, access, and success for all students.

Educational Partner Involvement

How, when, and with whom did your 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

At Ocean View Hills School, we engaged a broad range of educational partners in the development of our School Plan for Student Achievement (SPSA). Through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) sessions, staff feedback meetings, parent and student surveys, and input from District Parent Advisory Committees (DPAC/DELAC), we gathered valuable insights to shape our goals and actions.

Feedback emphasized the need for targeted academic interventions for English Learners, students with disabilities, and at-risk students; expanded professional development on inclusive practices; enhanced social-emotional supports; and stronger parent engagement opportunities.

In addition, we partnered with a wide network of community organizations to strengthen our supports for students and families, including Health and Human Services, Casa Familiar, Assistance League of San Diego, Southwestern Community College, Love Thy Neighbor, San Ysidro Health, Feeding America, Blue Shield of California, Los Bomberos de San Diego, Hearts and Hands, the City and County of San Diego, San Diego County Office of Education, Church 180, Eastlake Church, the San Ysidro Women's Club, the Los Angeles Chargers and Albertsons, and both the San Diego and Chula Vista Police Departments — among many others.

This collaboration ensures that Ocean View Hills School is deeply connected to our community, providing our students and families with essential resources, academic support, social-emotional care, and opportunities for success.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Ocean View Hills School conducted a comprehensive needs assessment to evaluate student performance and identify areas requiring significant improvement. This process incorporated input from stakeholders, including families (via ELAC, SSC, and Coffee with the Principal), teachers (through PLCs and staff meetings), and students (via surveys and informal feedback). Data sources included the 2024 California School Dashboard, CAASPP scores, i-Ready diagnostics, the California Healthy Kids Survey (CHKS), MySABERS, and local benchmark assessments.

According to the 2024 California School Dashboard, Ocean View Hills School received a Green indicator in English Language Arts (ELA) and Green in Mathematics, with English Learners (ELs) and Students with Disabilities (SWD) identified as underperforming student groups in both areas. Chronic Absenteeism was flagged with a Yellow rating, particularly affecting Students with Disabilities and EL students. We also received a Yellow for 56.1% of English Learners at Ocean View Hills School who made progress toward English language proficiency, reflecting a 2.1% decline from the previous year, based on data from 221 students. These results highlight persistent equity gaps that need targeted interventions.

Steps taken to address these areas include:

- Expanded intervention supports before and after school for students performing below benchmark in reading and math.
- Professional learning on differentiated instruction and language scaffolds for ELs and SWDs.
- Instructional coaching cycles and principal-led classroom observations focused on academic vocabulary development, use of GLAD strategies, and engagement structures.
- Data-driven instruction during grade-level PLCs, where teachers collaboratively analyze student progress and adjust instructional strategies.
- Family engagement through academic workshops and attendance campaigns to address chronic absenteeism.
- Social-emotional supports through Second Step SEL curriculum, Wayfinder Curriculum, MySABERS screening, and small group counseling facilitated by the school counselor.

Findings from surveys and classroom observations confirm that while classroom management and technology integration are strengths, instructional practices must continue to improve in rigor and language support. ELs need more targeted strategies to access grade-level content, and attendance interventions must continue to address barriers faced by families.

Staffing and Professional Development

Staffing and Professional Development Summary

Ocean View Hills School meets 100% of the requirements for highly qualified teachers. All teachers hold valid California credentials and engage in ongoing professional development aligned to district priorities and student needs. Probationary teachers are evaluated annually, while permanent teachers follow a biennial or five-year cycle. Administrators conduct regular classroom walkthroughs and provide feedback aligned with the California Standards for the Teaching Profession.

Professional development for the 2025–2026 school year will focus on English Language Development (ELD) and differentiated instruction, in response to Dashboard data showing achievement gaps for English Learners, Students with Disabilities, and students below benchmark in ELA and math. Staff will also receive support in using data to improve attendance and student engagement.

Teachers collaborate weekly during Professional Learning Community (PLC) time to analyze data from i-Ready, Common District Assessments, and Illuminate. These sessions include Data Reflection Sessions (DRS) to identify learning gaps and plan targeted instruction. Instructional support is provided by district coaches and consultants in core subject areas.

Sci-Phy teachers provide coverage that allows general education teachers dedicated time for reflection, data discussions, and alignment with unit assessments. Ongoing collaboration and PD throughout the year ensure that instructional practices remain rigorous, standards-aligned, and responsive to student needs.

Staffing and Professional Development Strengths

Ocean View Hills School benefits from a team of highly qualified, experienced, and dedicated educators. All teachers hold valid California credentials, and the school continues to maintain 100% compliance with highly qualified teacher requirements. Staff retention and collaboration remain strengths, fostering a consistent and professional learning environment.

The school district provided support for instructional planning and professional learning during the school day. Teachers regularly engaged in GLAD (Guided Language Acquisition Design) training, EL Rise, and Social-Emotional Learning (SEL) professional development. These opportunities supported instructional practices for English Learners and promoted a safe and inclusive classroom climate.

Teachers participated in grade-level planning meetings and Data Reflection Sessions (DRS) to review student data and plan targeted instruction, particularly in support of English language development within the CCSS framework. OVHS also continued to utilize well-trained Instructional Aides to provide small-group reading intervention, reinforcing core instruction, and supporting students performing below benchmark.

Collaborative practices such as classroom walkthroughs, peer observations, and PLCs further strengthened instructional alignment and supported a shared commitment to student achievement and equity.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized):

Ocean View Hills School needs support staff, including an intervention teacher and instructional aides to provide targeted, small-group academic support for students performing below grade level.

Root Cause/Why: A significant number of students continue to require intensive intervention in reading and math to close achievement gaps and accelerate progress toward proficiency.

Needs Statement 2 (Prioritized): Teachers need ongoing professional development and coaching to strengthen small group instruction and differentiated strategies in both ELA and math.

Root Cause/Why: There are students who still need to catch up to their grade level in reading and math.

Needs Statement 3 (Prioritized): Ocean View Hills School teachers need access to instructional planning time, using assessment data analysis and instructional strategies that are relevant to the needs of our student population.

Root Cause/Why: Students benefit most when teachers use collaborative planning time to analyze assessment results and design responsive instruction.

Needs Statement 4 (Prioritized): Staff require continued professional development to improve integrated and designated ELD instruction, with emphasis on vocabulary development, student discourse, and academic writing.

Root Cause/Why: To meet the diverse language needs of English Learners.

Teaching and Learning

Teaching and Learning Summary

Ocean View Hills School uses Common Core Standards-based benchmark assessments, i-Ready, and ELPAC data to monitor student progress in ELA and Math. These data sources inform instructional decisions during Data Reflection Sessions (DRS) and Professional Learning Communities (PLCs), where teachers collaboratively adjust pacing, lesson plans, and small group instruction to meet the needs of all learners.

Instruction is guided by district-adopted core curricula, including Benchmark Advance (ELA), My Math, Spiral, and supplemental programs such as Imagine Learning, Renaissance Place, and Accelerated Reader. These tools support differentiation and provide targeted support to students performing below benchmark.

Designated and Integrated English Language Development (ELD) instruction is provided daily for all English Learners, with instructional aides and an Intervention Teacher strategically supporting students based on assessment data. Teachers group students by proficiency levels and implement scaffolding strategies such as GLAD, cognitive thinking routines, and gradual release of responsibility ("I do, we do, you do").

The SYSD Curriculum Matrix and pacing guides support instructional planning, allowing flexibility for reteaching. All students have access to core content areas—ELA, Math, Science, and Social Science—with aligned resources that promote equitable learning opportunities.

Instructional practices and student outcomes are continuously monitored through classroom observations, data analysis, and teacher reflection, ensuring that teaching remains rigorous, standards-based, and responsive to the academic and language needs of all students.

Teaching and Learning Strengths

Ocean View Hills School has a highly qualified, collaborative teaching staff committed to delivering rigorous, standards-aligned instruction. All adopted curriculum and instructional materials meet California Common Core State Standards and are provided equitably to all students. Teachers deliver daily instruction in all core content areas, meeting required state instructional minutes.

Instructional planning is guided by district pacing guides and benchmark assessments, allowing teachers to align their lessons effectively and make informed adjustments based on student data. Through regular Data Reflection Sessions (DRS) and Professional Learning Communities (PLCs), teachers analyze assessment results, identify student needs, and design targeted supports, including small-group instruction.

Strong implementation of best practices—including academic vocabulary development, language scaffolds, and integrated ELD strategies—supports students in building both language and content knowledge. The use of core and supplemental programs such as Benchmark Advance, My Math, Renaissance Place, and Imagine Learning further enhances access to grade-level content and differentiation.

This structured, collaborative, and data-informed approach ensures that all students receive high-quality instruction aligned with district expectations and instructional priorities.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students with Disabilities (SWD) continue to perform significantly below grade level in both English Language Arts and Mathematics, as identified in the 2024 CA Dashboard and CAASPP data.

Root Cause/Why: SWD require increased access to scaffolded instruction, differentiated supports, and progress monitoring aligned to both IEP goals and grade-level standards.

Needs Statement 2 (Prioritized): English Learners need more effective integrated and designated ELD instruction that explicitly addresses academic language, vocabulary development, and discourse.

Root Cause/Why: English Learners need to master the language and content foundational skills to have success in learning Common Core standards for their grade level.

Needs Statement 3 (Prioritized): Students identified as performing below benchmark on district Common Core-aligned assessments and i-Ready diagnostics need targeted interventions in Math and ELA.

Root Cause/Why: Language-rich assessments and complex academic tasks require students to apply higher-order thinking and academic vocabulary, which necessitates explicit instruction and scaffolded practice.

Parental Engagement

Parental Engagement Summary

Ocean View Hills School fosters strong partnerships with families by providing regular opportunities for input, collaboration, and shared decision-making. We are committed to meaningful family engagement aligned with state and federal guidelines. Families participate in annual meetings, parent-teacher conferences, workshops, and surveys that inform school planning and monitor student progress.

Structured engagement occurs through the School Site Council (SSC) and English Learner Advisory Committee (ELAC), where parents collaborate with staff to review, revise, and approve the Single Plan for Student Achievement (SPSA) and provide input on programs, services, and funding priorities, including those in the Local Control Accountability Plan (LCAP). These meetings are held regularly and supported by translation services to ensure equitable access when needed.

Ocean View Hills families also participate in individualized planning and support through SST, 504, and IEP meetings, where student needs are assessed and action plans developed in collaboration with school staff. Communication with families is ongoing through phone calls, parent portals, newsletters, and in-person events.

To strengthen relationships and increase family engagement, the school hosts Coffee with the Principal, academic workshops, family literacy nights, and other community-building events. We continue to seek feedback through annual parent engagement surveys and work closely with the District English Learners Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), and other district-level stakeholder groups.

Through these efforts, Ocean View Hills School maintains a collaborative culture that values parent voice, promotes student success, and builds trust across our school community.

Parental Engagement Strengths

Ocean View Hills School is committed to building strong partnerships with families through inclusive and consistent engagement practices. All parents receive a copy of the Parent and Family Engagement Policy within the first two weeks of school or upon enrollment. This policy outlines parent rights and opportunities for involvement in school programs.

The school hosts an annual Back to School Night and Open House as well as virtual monthly meetings. Parents are consistently invited to participate in school decision-making through organized structures such as School Site Council (SSC) and English Learner Advisory Committee (ELAC), as well as through parent surveys and regular school events.

Ocean View Hills was recognized as a Purple Star School for the second consecutive year, honoring its commitment to military-connected families. In addition, the school successfully launched a 2nd PIQE (Parent Institute for Quality Education) cohort, empowering families with tools to support early literacy and academic success at home.

Partnerships with community liaisons and outside organizations have further strengthened access to resources for families, including mental health support,

academic workshops, and social services. These efforts reflect a strong school culture of collaboration and shared responsibility for student success.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase parent involvement and engagement to support their children's academic progress.

Root Cause/Why: The school is responsible for providing parents with supportive and effective opportunities to assist their children's learning and make them a key component to their student's successes.

Needs Statement 2 (Prioritized): Families need greater access to resources and training that support social-emotional learning and student well-being at home.

Root Cause/Why: Survey data and stakeholder feedback indicate that parents want more tools to support their children's emotional regulation, behavior, and mental health, especially as SEL remains a critical area of focus post-pandemic.

Needs Statement 3: Families need improved access to timely and user-friendly communication about student progress, school programs, and engagement opportunities.

Root Cause/Why: We recognize that increasing parent engagement means continuing to strengthen communication systems and ensuring all families have access to information in ways that are clear, inclusive, and easy to navigate, especially for those who may benefit from support with digital tools or language access.

School Culture and Climate

School Culture and Climate Summary

Ocean View Hills School prioritizes a positive, inclusive, and safe learning environment for all students. School climate is regularly assessed through tools such as the California Healthy Kids Survey (CHKS), MySABERS, the OVHS Needs Assessment Survey, and staff and family feedback. These tools help identify strengths and areas for growth in student well-being, engagement, and sense of belonging.

Survey data and stakeholder input highlight a continued need to expand family understanding of LCAP goals, ELPAC, California Common Core Standards, and available academic and social supports. Feedback also reflects a desire for increased parent involvement opportunities and improved communication between school and home.

To support student wellness, Ocean View Hills implements a schoolwide SEL program (Second Step and Wayfinder), along with PBIS practices that promote positive behavior, consistent expectations, and student recognition systems. Teachers use common language and expectations schoolwide, and the administration conducts regular classroom walkthroughs to support both academic rigor and social-emotional well-being.

Family voice is incorporated into decision-making through surveys, SSC, ELAC, and PTA, ensuring that curriculum, interventions, and school activities reflect the needs of the community. Parent engagement events such as Coffee with the Principal, family workshops, and school celebrations foster strong connections between home and school.

Through these efforts, Ocean View Hills School remains committed to building a safe, welcoming, and inclusive school culture where all students, families, and staff feel valued and supported.

School Culture and Climate Strengths

Ocean View Hills School fosters a positive, inclusive, and safe learning environment that supports both the academic and social-emotional needs of all students. A strong school culture and climate are foundational to our high-quality instruction and student success.

We continue to implement Positive Behavioral Interventions and Supports (PBIS) and restorative practices to promote responsible behavior, resolve conflicts constructively, and reduce disciplinary incidents. Clear expectations and positive reinforcement are applied consistently schoolwide.

To address chronic absenteeism and promote strong daily attendance, our Outreach Consultant maintains regular communication with families through daily robocalls, nudge letters, and student recognition programs, including perfect attendance incentives.

Supporting students' social-emotional well-being remains a top priority. The district has contracted a school-based therapist to provide individual and group counseling on campus, while our partnership with South Bay Community Services (SBCS) offers referrals for students requiring additional mental health resources.

Additionally, Ocean View Hills has strengthened its school safety plan and emergency response procedures through staff training, updated protocols, and schoolwide drills, ensuring a safe and prepared environment for all students and staff.

These efforts reflect a whole-child approach that prioritizes student wellness, school safety, and positive relationships as essential components of academic growth

and school success.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Ocean View Hills School needs to expand access to mental health and wellness supports for students, based on survey results, behavioral referrals, and stakeholder feedback.

Root Cause/Why: Students require support in developing self-awareness, self-management, social awareness, and emotional regulation to thrive academically and socially.

Needs Statement 2 (Prioritized): Continue to strengthen school safety procedures, including campus security protocols and emergency preparedness drills, such as active-shooter drills.

Root Cause/Why: A safe and secure school environment is essential for student learning and well-being; preparedness reduces fear and increases staff and student confidence during emergencies.

Needs Statement 3 (Prioritized): There is a need for consistent monitoring and refinement of PBIS and restorative practices to guide next steps in behavior support systems.

Root Cause/Why: Ongoing review is necessary to improve student behavior, sense of belonging, and school connectedness, particularly for students with repeated behavioral challenges.

Needs Statement 4 (Prioritized): The school needs Outreach Consultant (and the District's Full Community Services Coordinator) to provide a multi-tiered system of support to families who have students who struggle with attendance or school connectedness, which may include the following resources: uniforms, shoes, nutrition and health services (mobile clinic).

Root Cause/Why: Some families struggle with student attendance, which can affect student learning and socioemotional well being.

Needs Statement 5: Ocean View Hills School needs to expand opportunities for student voice, leadership, and culturally inclusive practices that reflect and affirm the identities of all students.

Root Cause/Why: When students feel seen, heard, and valued--particularly in a diverse, multilingual community--school connectedness and engagement improve, contributing to a more positive and inclusive school climate.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Ocean View Hills students, including English Language Learners and Students with Disabilities, will improve annually by a minimum of 5% in English Language Arts and Math as measured by student results in CAASPP and grade level unit assessments.

Identified Need

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

- Ocean View Hills School needs support staff, including an intervention teacher and instructional aides to provide targeted, small-group academic support for students performing below grade level.
- Teachers need ongoing professional development and coaching to strengthen small group instruction and differentiated strategies in both ELA and math.
- Ocean View Hills School teachers need access to instructional planning time, using assessment data analysis and instructional strategies that are relevant to the needs of our student population.
- Staff require continued professional development to improve integrated and designated ELD instruction, with emphasis on vocabulary development, student discourse, and academic writing.
- Students with Disabilities (SWD) continue to perform significantly below grade level in both English Language Arts and Mathematics, as identified in the 2024 CA Dashboard and CAASPP data.
- English Learners need more effective integrated and designated ELD instruction that explicitly addresses academic language, vocabulary development, and discourse.
- Students identified as performing below benchmark on district Common Core-aligned assessments and i-Ready diagnostics need targeted interventions in Math and ELA.
- Ocean View Hills School needs to expand access to mental health and wellness supports for students, based on survey results, behavioral referrals, and stakeholder feedback.
- Continue to strengthen school safety procedures, including campus security protocols and emergency preparedness drills, such as active-shooter drills.
- There is a need for consistent monitoring and refinement of PBIS and restorative practices to guide next steps in behavior support systems.
- The school needs Outreach Consultant (and the District's Full Community Services Coordinator) to provide a multi-tiered system of support to families who have students who struggle with attendance or school connectedness, which may include the following resources: uniforms, shoes, nutrition and health services (mobile clinic).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Progress Indicator (ELPI) Data: Students making adequate progress towards English language proficiency or maintaining the highest level on the ELPAC.	2024 English Language Proficiency Indicator: 56.1% making progress towards English language proficiency.	By June 2026, the ELPI will indicate that EL students will increase by 7 progress points.
CAASPP/SBAC Mathematics	CA Dashboard for Math All Students for the fall of 2024 increased by 5.9 points and are 11.4 points below standard - GREEN	By June 2026, ELA and Math will indicate increased by 3.0 points
District Unit Assessment Data for the 2024-25 school year.	ELA Common Assessment 2024-25: Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 74% EL: 59% SWD: 62% GR 3-6 ALL: 73% EL: 45% SWD: 51% Math Common Assessment 2023-24 Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 86% EL: 80% SWD: 78% GR 3-6 ALL: 60% EL: 50% SWD: 41%	The expected outcome for academic year 2025-26 will be an increase of 5% in the average of unit assessments for ELA and Mathematics.
CAASPP/SBAC ELA	CA Dashboard for ELA All Students for the fall of 2024 increased by 3.8 points and are 12.4 points below standard - GREEN	An increase of 3% or higher will be observed for all students.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>1.1 Support for Standards-Based Curriculum, Planning, and Instruction. Ocean View Hills teachers will reflect on CCSS-aligned common assessments at the end of each unit in Language Arts and Math (Data Reflection Sessions) to guide instruction and identify students who may require additional support to accelerate their learning. Teachers 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. 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. 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.</p>	Students with Disabilities, Foster Youth, English Learners, All Students, Low Income		
1.1.2	<p>1.2 Instructional Aides</p> <p>Instructional aides will provide targeted academic intervention during core and small group instructional time to support students performing below grade level in reading and mathematics. Their role will include:</p> <ul style="list-style-type: none"> -Assisting teachers by reinforcing instruction in reading, math, and second language acquisition -Supporting students using computer-assisted programs (e.g., i-Ready, Imagine Learning, ST Math) -Providing intervention support to address instructional gaps caused by the COVID-19 pandemic -Helping students develop critical thinking and problem-solving skills through guided practice -Working extra hours, as needed, to support acceleration and recovery efforts <p>Instructional aides will be deployed strategically to classrooms with the highest academic need, based on current assessment data. They will collaborate with classroom teachers to align their support with daily lesson objectives and student goals.</p>	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students	\$65,884.10	Title I Regular

1.1.3	<p>1.3 Continuity of Learning: Ocean View Hills School is committed to ensuring continuity of learning by providing a high-quality instructional program that aligns with state and local public health guidelines and the San Ysidro School District's (SYSD) adopted instructional plan.</p> <p>Instruction will continue to be anchored in systematic assessment and data-driven instruction aligned to grade-level standards in English Language Arts (ELA) and Mathematics. This will be accomplished through:</p> <ul style="list-style-type: none"> -Regular implementation of unit assessments in ELA and Math -Use of STAR Assessments for progress monitoring -Structured Data Review Sessions with administration and grade-level teams -Integration of student performance data into lesson planning, intervention decisions, and grade-level collaboration through Professional Learning Communities (PLCs) <p>This approach ensures that instructional planning remains responsive, equitable, and aligned to students' current academic needs across all instructional settings.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
1.1.4	<p>1.4 Access to Connectivity: Ocean View Hills School is committed to ensuring equitable access to technology and connectivity for all students to support digital learning and academic success. The school will continue to:</p> <ul style="list-style-type: none"> -Provide 1:1 Chromebook access for all enrolled students through ongoing device distribution -Assess student technology needs on a regular basis to ensure that all students have reliable access to a device and the internet -Coordinate with the district to provide technical support for students, families, and staff, including help with device troubleshooting and navigation of online instructional platforms (e.g., Google Classroom, Clever, i-Ready, Imagine Learning) -Offer multilingual technology support and digital literacy resources as needed for families <p>This strategy ensures continuity of access across all learning environments--on campus or remote--and supports the integration of digital tools into standards-based instruction.</p>	Low Income, Foster Youth, English Learners, Students with Disabilities, All Students		

1.1.5	<p>1.5 Expanded Learning Opportunity Ocean View Hills School will provide academic support beyond the regular instructional day through the District's Expanded Learning Program. Classroom teachers will be compensated for working additional hours to deliver intensive, systematic instruction in foundational literacy and math skills.</p> <p>Key components include:</p> <ul style="list-style-type: none"> -Focused intervention sessions designed to address skill gaps in Language Arts and Mathematics -Use of research-based instructional strategies aligned to student needs -Ongoing progress monitoring every four weeks to assess growth and adjust instruction -Coordination with classroom teachers to ensure alignment between core and expanded learning instruction -Prioritization of support for students performing below grade level, including English Learners, students with disabilities (SWD), and socioeconomically disadvantaged students 	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.6	<p>1.6 Professional Development- Ocean View Hills teachers will participate in ongoing, research-based professional development (PD) focused on enhancing instructional practices, supporting student learning, and effectively integrating technology into the classroom. Professional learning opportunities will be provided through both the district and school site, and will include:</p> <ul style="list-style-type: none"> -Training in educational platforms such as Imagine Learning, Renaissance STAR, iReady, and myON to support literacy, data analysis, and individualized instruction -PD in English Language Development (ELD) strategies and social-emotional learning (SEL) to support the whole child -Technology training on digital curriculum integration and use of distance learning platforms and applications -Workshops based on site-specific needs identified through data analysis of benchmark/unit assessments -Support from the Director of Educational Services and District Resource Teachers, who collaborate with site staff to enhance curriculum implementation and address instructional needs -On-demand, in-classroom support from Resource Teachers to assist with planning, modeling lessons, and integrating SYSD-adopted digital curriculum <p>This ongoing professional learning will ensure teachers are equipped to meet diverse student needs in both in-person and blended learning environments.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$9,000	Title I Regular

<p>1.1.7</p>	<p>1.7 Instructional Software to Support Differentiated Learning</p> <p>Ocean View Hills School will continue using instructional software programs to provide students with differentiated, data-driven practice in reading, vocabulary, and foundational skills. These programs support standards-based instruction and offer both in-class and independent practice opportunities.</p> <p>The following programs will be used to target instructional goals:</p> <p>Accelerated Reader / STAR Reading: Monitor reading levels, track progress, and encourage independent reading A-Z / Raz-Kids: Provide leveled texts and comprehension activities that align to students' reading levels iReady: Deliver personalized instruction in reading and mathematics based on diagnostic assessments Teachers will use the data generated by these platforms to:</p> <p>Identify individual student needs Group students for small group instruction or intervention Monitor growth over time Provide targeted assignments aligned with instructional goals These platforms will also be used to increase student engagement and motivation in literacy through personalized pathways and reading incentives</p>	<p>Foster Youth, Students with Disabilities, Low Income, English Learners, All Students</p>	<p>\$9,000</p>	<p>Title I Regular</p>
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1.1.8	<p>1.8 Release Time for SST/IEP Meetings Ocean View Hills School will implement a structured and consistent Student Study Team (SST) process to identify and support students with academic, behavioral, and/or socioemotional needs. SST meetings will be held regularly and will focus on developing targeted interventions to improve student performance and mitigate learning loss.</p> <p>Key components include:</p> <ul style="list-style-type: none"> -Scheduled SST meetings with a multidisciplinary team (teachers, support staff, administration, and families) -Release time for teachers to gather and prepare documentation, assessments, and student work samples prior to SST meetings -Teacher participation in intervention planning meetings focused on supporting students below grade level in academic areas or demonstrating behavioral/ social-emotional challenges -Use of assessment data, observations, and parent input to develop individualized intervention plans -Ongoing progress monitoring and follow-up SSTs to adjust interventions based on student response 	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
1.1.9	<p>1.9 Supplemental Resources Ocean View Hills School will purchase supplemental instructional materials aligned to the Common Core State Standards (CCSS) to support differentiated instruction and meet the diverse academic needs of students. These resources will be selected based on student data, teacher input, and alignment with instructional goals in ELA, Math, Science, and other content areas.</p> <p>Examples of supplemental resources may include:</p> <ul style="list-style-type: none"> -Ready Common Core materials for targeted reading and math support -Teachers Pay Teachers (TpT) standards-based instructional resources -Science interactive workbooks to support hands-on, inquiry-based learning -Classroom literature to expand grade-level libraries and increase access to diverse texts <p>These materials will be used during core instruction, small groups, interventions, and enrichment to support academic growth and close achievement gaps.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

1.1.10	<p>1.10 Acceleration of Student Learning-Intervention Teacher</p> <p>Ocean View Hills School will employ an Intervention Support Teacher to provide targeted, small group instruction in reading literacy and math foundational skills. This support will be directed toward students performing below grade level based on assessment data.</p> <p>The Intervention Support Teacher will:</p> <ul style="list-style-type: none"> -Collaborate with classroom teachers to identify students needing intervention -Deliver pull-out or push-in small group instruction focused on foundational skills -Use diagnostic and formative assessment data (e.g., iReady, STAR, teacher-created assessments) to plan and differentiate instruction -Monitor student progress and adjust instruction based on growth -Support Tier 2 and Tier 3 interventions within the school's MTSS framework -Help bridge learning gaps created or worsened by the COVID-19 pandemic <p>This role is critical in accelerating student achievement and ensuring all students have access to grade-level content.</p>	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners		

1.1.11	<p>1.11 Resource Teachers. Director of Educational Services, Pupil Services Coordinator Ocean View Hills School, in collaboration with the District's Director of Educational Services, District Resource Teachers, and the Manager of Pupil Services, will receive comprehensive academic and socioemotional support to strengthen instructional practices and address student and family needs.</p> <p>Instructional Support:</p> <p>District Resource Teachers will:</p> <ul style="list-style-type: none"> -Provide professional development for substitute teachers and instructional aides, especially in educational technology platforms such as Google Classroom -Support teachers in implementing digital versions of board-adopted curriculum and supplemental platforms (e.g., -Renaissance, Achieve 3000, Imagine Learning) -Offer direct coaching and modeling for teachers upon school site request -Revise and evaluate district common assessments for alignment to CCSS and rigor, ensuring data can be used effectively to guide instruction -Participate in learning walks to calibrate instructional practices across classrooms and inform site-wide improvement efforts <p>Student and Family Services:</p> <p>The Manager of Pupil Services supports homeless and foster youth by:</p> <ul style="list-style-type: none"> -Assisting with immediate school enrollment, residency verification, and home visits -Providing school uniforms, shoes, bus passes, and connections to community services -Collaborating with school staff during SART/SARB processes, leadership meetings, and learning walks -Offering students and families access to critical resources, including housing, tutoring, and medical/dental services <p>This dual approach of instructional and wraparound support strengthens the school's overall ability to meet the needs of all students, especially vulnerable populations.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students		
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<p>1.1.12</p>	<p>Ocean View Hills School is committed to improving the academic performance and school engagement of students with disabilities (SWD) through a combination of academic support, progress monitoring, family engagement, and attendance interventions.</p> <p>To support this goal, the school will implement the following actions:</p> <ul style="list-style-type: none"> -Provide targeted small group instruction and push-in/pull-out services aligned to IEP goals in English Language Arts and Mathematics -Monitor academic progress of SWD through frequent formative assessments (e.g., iReady, STAR, classroom benchmarks) -Conduct Data Reflection Sessions (DRS) and IEP meetings that focus on individualized student data -Collaborate with case managers, general education teachers, and specialists to ensure access to grade-level content -Partner with families to address attendance concerns through home-school communication, parent meetings, and attendance incentives -Implement positive behavior supports to increase student engagement and school connectedness -Track attendance patterns and intervene early with support from counselors and the school's SST process <p>This strategy is designed to ensure that students with disabilities receive equitable access to instruction, meaningful progress toward IEP goals, and increased time in school.</p>	<p>Low Income, Foster Youth, English Learners, All Students, Students with Disabilities</p>		
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Annual Review

SPSA Year Reviewed: 2024-2025

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

The strategies under Goal 1 were effectively implemented and aligned to our focus on accelerating learning for English Learners and Students with Disabilities. Grade-level PLCs consistently participated in data reflection sessions, which helped guide standards-based instruction and informed targeted interventions. The support from instructional aides and intervention teachers allowed for small group instruction, especially in foundational reading and math skills. The use of technology tools (e.g., STAR Assessments, Achieve3000, and Imagine Learning) provided differentiated instruction and progress monitoring, contributing to improved academic performance in identified subgroups. Teachers also benefited from ongoing professional development, which strengthened their instructional practices and supported the effective use of supplemental digital platforms. These combined efforts have contributed to measurable student growth on local benchmarks and improved engagement in standards-aligned instruction.

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

One challenge was maintaining consistent staffing to provide all planned intervention supports, including instructional aides and expanded learning tutors. Due to absences or open positions, some grade levels experienced gaps in consistent small group instruction. Additionally, while we allocated funds for supplemental resources, some materials were not delivered or implemented as intended due to vendor delays and training needs. Furthermore, the scope of professional development on technology integration needed to be broadened to better support new staff members and those needing additional support using platforms such as Renaissance and Achieve3000.

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.

To strengthen implementation for 2025-2026, we will increase site-based planning and training time for intervention staff and ensure earlier onboarding for instructional aides and tutors. This change will be reflected in updated language under Strategies 1.2 and 1.10. We will also expand professional development offerings to include technology refreshers and differentiated sessions for new and returning staff, which will be noted under Strategy 1.6. Additionally, we will streamline procurement and distribution of supplemental resources to ensure timely access, as described in Strategy 1.9. To better measure progress, we will revise our outcome metrics to include growth on STAR Assessments every trimester and student reclassification rates for English learners. These updates will be incorporated across Goal 1 strategies in the SPSA.

Goal 2.1

Goal #	Description
Goal 2.1	Ocean View Hills School will educate students in a postive academic environment that is safe, welcoming, and drug free.

Identified Need

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

- Ocean View Hills School needs support staff, including an intervention teacher and instructional aides to provide targeted, small-group academic support for students performing below grade level.
- Teachers need ongoing professional development and coaching to strengthen small group instruction and differentiated strategies in both ELA and math.
- Students with Disabilities (SWD) continue to perform significantly below grade level in both English Language Arts and Mathematics, as identified in the 2024 CA Dashboard and CAASPP data.
- Ocean View Hills School needs to expand access to mental health and wellness supports for students, based on survey results, behavioral referrals, and stakeholder feedback.
- Continue to strengthen school safety procedures, including campus security protocols and emergency preparedness drills, such as active-shooter drills.
- There is a need for consistent monitoring and refinement of PBIS and restorative practices to guide next steps in behavior support systems.
- The school needs Outreach Consultant (and the District's Full Community Services Coordinator) to provide a multi-tiered system of support to families who have students who struggle with attendance or school connectedness, which may include the following resources: uniforms, shoes, nutrition and health services (mobile clinic).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Fall 2024 Chronic Absenteeism	Chronic Absenteeism for Ocean View Hills for 2024 indicate the following: 13.2 % were chronically absent - Yellow Declined 9.7%	Expected outcome for June 2026 Chronic Absenteeism will decline 0.5 to 2.9 points - Green.
California Dashboard Fall 2024 Suspension Rates	Suspension School indicators for Ocean View Hills for 2024 indicate the following: 0.6% suspended at least one day Maintained -0.1% - Green	Expected outcome for June 2026 suspension rates will maintain from prior year declined or increased by 0.2 points or fewer -green, or declined by 0.3 to 0.9 points-blue.

mySAEBRS 24-25	24-25 Average: Tier 1 Low Risk - 80% Tier 2 Some Risk - 18% Tier 3 High Risk - 2%	By June 2026: Tier 1 Low Risk - 81% Tier 2 Some Risk - 18% Tier 3 High Risk - 1%
School Facilities Inspection Report	2024-25 Fit Report "Good"	Expected outcomes- Improve the 2025 -26 Fit Report as per the 2024-25 Fit Report.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>2.1.1 Maximize Use of Personnel to Ensure Student Safety and Access to an Equitable Environment</p> <p>Ocean View Hills School will continue to maximize the use of personnel to create a safe, inclusive, and equitable school environment that promotes student well-being and engagement. Key components of this strategy include:</p> <ul style="list-style-type: none"> -Continued employment of campus security personnel to support a safe and welcoming school environment, with special attention to the needs of unduplicated students (English Learners, foster youth, and socioeconomically disadvantaged students) -Ongoing professional development for all staff on Restorative Practices and Positive Behavior Interventions and Supports (PBIS) to strengthen school culture, student relationships, and behavior systems -Implementation of schoolwide safety protocols, daily supervision schedules, and restorative routines to promote safety, reduce behavioral incidents, and build a positive climate -Active engagement of staff in promoting school connectedness and inclusion, especially for students who have historically experienced school disengagement or discipline disproportionality <p>This approach ensures that every student has access to a physically and emotionally safe learning environment supported by trained adults.</p>	Students with Disabilities, All Students, English Learners, Foster Youth, Low Income	\$5,000	Title I Regular

<p>2.1.2</p>	<p>2.1.2 Implementation of PBIS and Restorative Justice Practices</p> <p>Ocean View Hills School will continue to implement a tiered system of support focused on building a safe, inclusive, and supportive school climate through Positive Behavior Interventions and Supports (PBIS) and Restorative Justice Practices.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> -Ongoing schoolwide implementation of PBIS, with common expectations, routines, and reinforcement systems across all settings -Continued integration of Restorative Practices to build community, resolve conflict, and repair harm through restorative circles, conversations, and reflections -Professional development and implementation support for all staff in PBIS and Restorative Justice practices, provided in collaboration with the District Attorney's Office and SDCOE at no cost to the LEA -Use of student voice (via surveys, classroom circles, or leadership groups) to shape and improve school climate initiatives -Emphasis on creating strong relationships between students and staff, increasing student connectedness and reducing disproportionality in discipline -Alignment with LCAP priorities for improving outcomes for unduplicated student groups (English Learners, foster youth, and socioeconomically disadvantaged students) 	<p>Students with Disabilities, Foster Youth, Low Income, English Learners, All Students</p>	<p>\$2,500</p>	<p>Title I Regular</p>
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2.1.3	<p>2.1.3. Extended Day and Extended Year Enrichment and Intervention Programs Ocean View Hills School in collaboration with the District team will provide extended day and extended year learning opportunities designed to enrich the student experience, accelerate academic progress, and foster school connectedness.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> -Offering before-school, after-school, and intersession programs focused on academic intervention, enrichment, and social-emotional development -Increasing instructional time for targeted support in reading, math, STEM, the arts, and other enrichment areas -Providing extended school year programs for additional learning time during breaks (e.g., summer or intersession) -Using assessment data to identify students most in need of acceleration and to group students for appropriate interventions -Creating engaging, hands-on learning experiences that enhance student interest, motivation, and sense of belonging -Prioritizing participation of unduplicated students (English Learners, foster youth, and socioeconomically disadvantaged students) to support equity in access and outcomes 	Students with Disabilities, Foster Youth, English Learners, All Students, Low Income		

<p>2.1.4</p>	<p>2.4 Professional Development to Improve and Support Student Attendance</p> <p>Ocean View Hills School will implement a comprehensive, trauma-informed, and multi-tiered system of support (MTSS) to improve student attendance and engagement, with a particular focus on unduplicated students and students with disabilities.</p> <p>Key components include:</p> <ul style="list-style-type: none"> -Participation in professional development for administrators, teachers, outreach staff, and campus aides focused on attendance systems, trauma-informed practices, and student engagement strategies -Implementation of districtwide attendance initiatives such as "Two is Too Many," Attendance Recovery, and A-SSTs (Attendance Student Study Teams) to address chronic absenteeism through early intervention -Continued employment of Outreach Consultants to engage families, conduct home visits, and connect students to necessary resources and support -Site-level collaboration to ensure system alignment, consistency, and follow-through in attendance protocols and interventions -Provision of safety equipment and supplies (e.g., vests, cones, signs, jackets) to enhance the visibility and effectiveness of campus aides and security personnel in maintaining a positive, safe, and drug-free campus environment <p>This strategy supports the school's effort to create a safe, welcoming, and connected school culture that promotes regular attendance for all students.</p>	<p>Students with Disabilities, Low Income, English Learners, Foster Youth, All Students</p>	<p>\$2,500</p>	<p>Title I Regular</p>
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2.1.5	<p>2.5 Monitor and Support Student Attendance Ocean View Hills School will continue to implement Attendance Student Study Teams (A-SSTs) as part of a trauma-informed, multi-tiered approach to prevent chronic absenteeism and promote a positive attendance culture across campus.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> -Early identification of students at risk of becoming chronically absent, with regular review of attendance data and patterns -Integration of trauma-informed support systems to address the underlying causes of absenteeism, including family engagement, mental health referrals, and basic needs support -Staff training and collaboration to equip teachers, counselors, and aides with the tools to support families and conduct proactive follow-up -Outreach Consultant and attendance team coordination to ensure case management and consistent communication with families -Implementation of a school wide attendance incentive program using class rewards, certificates, trophies, and other motivational tools to celebrate consistent attendance and improvement -Special focus on unduplicated students, homeless youth, and students with disabilities, ensuring they receive individualized support to maintain school attendance 	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
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<p>2.1.6</p>	<p>2.1.6 Safe Outdoor Zone for Student Wellness and Engagement</p> <p>Ocean View Hills School will create and maintain a designated safe outdoor zone for students who prefer quiet, alternative activities during recess, lunch, and other non-instructional times. This space will promote student well-being, inclusion, and social-emotional wellness by offering a calm and supervised environment.</p> <p>Activities and supports in the zone will include:</p> <ul style="list-style-type: none"> -Table games, puzzles, drawing, reading, and Chromebook use for creative or academic engagement -Mental health and wellness opportunities, such as mindfulness activities or journaling -Supervision and support from trained staff to facilitate positive peer interactions and monitor student well-being -Access to a calm space for students who may be overstimulated or need a sensory break, especially those with IEP accommodations or trauma-related needs -Promotion of positive school climate by offering inclusive alternatives for students who may not engage in traditional play or social activities <p>This initiative supports school connectedness and helps reduce behavioral issues by giving students healthy outlets for their interests and emotions.</p>	<p>Students with Disabilities, Low Income, English Learners, Foster Youth, All Students</p>	<p>\$2,500</p>	<p>Title I Regular</p>
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<p>2.1.7</p>	<p>2.1.7: Mental Health Supports through 1:1 and Group Counseling Services</p> <p>Ocean View Hills School will provide comprehensive mental health supports to promote student well-being, academic success, and school connectedness. Services will include individual and group counseling focused on social-emotional development and mental health support.</p> <p>Key components of this strategy include:</p> <ul style="list-style-type: none"> -Employing a full-time South Bay Community Services (SBCS) counselor/ therapist to serve students on-site Offering 1:1 counseling for students in need of personalized emotional and behavioral support -Facilitating group counseling sessions for students with shared needs (e.g., grief, anxiety, social skills, anger management) -Supporting students in developing: <ul style="list-style-type: none"> -Communication and interpersonal skills -Self-acceptance and self-esteem -Emotion regulation and expression -Coping strategies for depression, anxiety, or trauma-related stress -Positive behavior change and self-awareness -Coordinating with school staff, families, and outside agencies as needed to ensure holistic and confidential support <p>This strategy ensures that students, especially those facing mental health challenges or adverse experiences, have equitable access to therapeutic services on campus.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>		
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<p>2.1.8</p>	<p>2.1.8: Implementation of Social Emotional Learning (SEL) Curriculum</p> <p>Ocean View Hills School will implement a universal, research-based Social Emotional Learning (SEL) curriculum--such as Wayfinder, KidGrit, Second Step, or other approved programs--to support students' emotional well-being, self-regulation, and school success.</p> <p>This web-based, developmentally appropriate SEL program will be used across all grade levels to:</p> <ul style="list-style-type: none"> -Promote social-emotional competence through explicit instruction in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making -Provide students with tools to develop positive relationships, regulate emotions, and manage stress -Increase students' ability to cope with academic and personal challenges, fostering resilience and confidence -Reduce problem behaviors and classroom disruptions by teaching skills for emotional regulation and conflict resolution -Support a positive school climate through consistent language, strategies, and SEL routines across classrooms -Integrate SEL instruction into daily teaching to address the needs of all students, including unduplicated students and students with trauma histories 	<p>Foster Youth, Students with Disabilities, Low Income, English Learners, All Students</p>		
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2.1.9	<p>2.1.9 Implementation of Restorative Practices and Circles to Repair Relationships</p> <p>Ocean View Hills School will continue to implement Restorative Practices as a proactive and responsive approach to strengthen relationships, build community, and address conflict. This strategy will focus on restoring relationships that have been harmed--particularly in incidents involving bullying, peer conflict, or disciplinary concerns--by fostering empathy, accountability, and healing.</p> <p>Key components include:</p> <ul style="list-style-type: none"> Facilitating Restorative Circles and Conversations where all parties (including the victim and offender) can express their perspectives and work toward resolution Creating opportunities for students who have caused harm to take responsibility and engage in restorative actions, such as apologies, community service, or agreements Supporting victims by providing a safe space to express their feelings and receive validation, support, and closure Training staff to use restorative language, lead circles, and integrate daily restorative routines into the classroom culture Aligning with the school's PBIS framework and SEL initiatives to create a consistent, respectful, and inclusive climate Prioritizing these practices as part of the school's anti-bullying efforts and trauma-informed approach 	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
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Annual Review

SPSA Year Reviewed: 2024-2025

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Ocean View Hills successfully implemented multiple strategies to create a safe, welcoming, and positive academic environment, particularly benefiting unduplicated

students and students with disabilities. The consistent use of PBIS and Restorative Practices throughout the school supported a more positive school culture, reduced office referrals, and strengthened relationships among students and staff. The presence of full-time campus security and South Bay Community Services (SBCS) counselor contributed significantly to student safety and well-being. The implementation of SEL curriculum, such as Second Step and Wayfinder, helped students develop emotional regulation, self-awareness, and positive social skills. The safe zones for non-structured activities also provided inclusive alternatives during recess and lunch. In addition, the Attendance SSTs (A-SSTs) and the Outreach Consultant were key in identifying at-risk students early and improving attendance trends through positive reinforcement and family outreach..

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

While most strategies were implemented as planned, there were a few challenges. One was limited participation or consistency in restorative circles across all classrooms, due in part to staff turnover and varying levels of comfort or training with the practice. Additionally, the mental health therapist was temporarily reassigned midyear, resulting in gaps in 1:1 and small group counseling services for some students. There were also some delays in obtaining materials and supplies for the safe zone and campus aide equipment, which impacted full implementation during the first semester. Finally, while the SEL curriculum was adopted schoolwide, fidelity of implementation varied by grade level, indicating a need for ongoing coaching and support.

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.

For 2025-2026, OVHS will increase training and coaching on Restorative Circles and PBIS tiered supports, to ensure more consistent and equitable implementation across grade levels (reflected in Strategy 2.1.2 and 2.9). The school will also explore additional mental health support personnel to ensure continuity of services (reflected in Strategy 2.1.7). To improve SEL curriculum fidelity, OVHS will incorporate regular implementation checks and teacher feedback loops as part of PLC time (updated in Strategy 2.1.8). The safe zone strategy (2.1.6) will be refined to include more structured staffing and expanded materials, with budget adjustments as needed. Finally, attendance incentives and outreach will be more closely tied to grade-level goals and tracked monthly by the attendance committee (reflected in Strategy 2.1.5).

Goal 3.1

Goal #	Description
Goal 3.1	Establish collaboration and create partnership with families to promote involvement in their children's educational experience.

Identified Need

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

Increase parent involvement and engagement to support their children's academic progress.

Families need greater access to resources and training that support social-emotional learning and student well-being at home.

Ocean View Hills School needs to expand access to mental health and wellness supports for students, based on survey results, behavioral referrals, and stakeholder feedback.

Continue to strengthen school safety procedures, including campus security protocols and emergency preparedness drills, such as active-shooter drills.

There is a need for consistent monitoring and refinement of PBIS and restorative practices to guide next steps in behavior support systems.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Institute of Quality Education	2024-2025 PIQE graduates: 22	Increase attendance by 25% to 27 graduates
Increase in parent participation and involvement to Parent Meetings, SSC Meetings, ELAC Meetings, Parent- Teacher Conferences, Back-to-School Night, Open House and Parent Workshops/Classes.	Ocean View Hills School baseline includes parent participation rate to parent meetings and school activities and events as measured by sign-in sheets and other methods of gathering participation data.	By 2026, OVHS will increase parent engagement in the Single Plan for Student Achievement (SPSA) through increased participation in the feedback process as measured by respondents to educational partners surveys to increase by 10%. Increase parent participation parents meetings, trainings and school activities in 2025-26 by providing a welcoming, supportive environment and building collaborative relationships families.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>3.1 Community Partner and Family Engagement</p> <p>Ocean View Hills School will continue to strengthen family and community engagement by ensuring the meaningful involvement of parents, students, and community partners in the school's programs, decision-making processes, and student recognition efforts.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> -Maintaining consistent and accessible school-to-home communication through multiple platforms, including -Blackboard messages, the school website, virtual flyers, ClassDojo, and printed communication when needed -Offering both virtual and in-person parent meetings and workshops to increase participation and remove barriers to access -Providing parent education through external partners and school staff, such as PIQE, CAFE workshops, and guest speakers, in both English and Spanish -Communicating and inviting families to attend virtual and in-person meetings such as English Learner Advisory -Committee (ELAC), School Site Council (SSC), ELA data nights, and more -Sharing pre-recorded and/or live videos of school events to include families who cannot attend in person, including: <ul style="list-style-type: none"> -Student recognition assemblies (Attendance, Academic, Social) -Back to School Night, Open House, and the Winter Program -Engaging families in the learning process, including in conversations about student progress, social-emotional development, and instructional initiatives <p>This strategy supports the school's efforts to build trusting relationships with families and increase participation from historically underrepresented groups.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

<p>3.1.2</p>	<p>3.2 Improve attendance to parent advisory committees Ocean View Hills School will actively promote and improve parent participation in advisory committees that support school planning, student achievement, and school climate. These committees offer parents opportunities to advise, collaborate, and provide input on school programs and initiatives--especially those supporting academic achievement, English learners, safety, and family engagement.</p> <p>Key advisory groups include:</p> <p>A. School Site Council (SSC):</p> <ul style="list-style-type: none"> -Meets monthly to develop and revise the Single Plan for Student Achievement (SPSA) and the School Safety Plan -Comprised of elected parents, staff, and student representatives -Led by the Principal with support from clerical staff -Provides input on school priorities, budget allocations, and program effectiveness <p>B. English Learner Advisory Committee (ELAC):</p> <ul style="list-style-type: none"> -Meets monthly to support the academic success of English Learners -Open to all interested families and stakeholders, led by an elected presidency -Collaborates with site administration to develop agendas and share input on EL services, programs, and engagement <p>C. School Site Safety Committee:</p> <ul style="list-style-type: none"> -Meets regularly to create, evaluate, and revise the School Safety Plan -Includes school staff, campus security, counselors, parents, students, and district reps -Safety plan is submitted to the SSC for final approval <p>D. District English Learner Advisory Committee (DELAC):</p> <ul style="list-style-type: none"> -Provides district-level input on EL programs and initiatives -Includes one elected ELAC representative per school and is open to all stakeholders -Works with district leaders to develop agendas and lead monthly meetings <p>E. District Parent Advisory Committee (DPAC):</p> <ul style="list-style-type: none"> -Advises the district on programs and services for all students 	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>		
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	<ul style="list-style-type: none"> -One elected representative from each school site participates -Meetings are open to all interested parents and community stakeholders <p>F. Parent Teacher Association (PTA):</p> <ul style="list-style-type: none"> -Collaborates with school leadership to plan events, fundraisers, and family involvement opportunities -Supports a strong school community by promoting volunteerism, advocacy, and student recognition <p>To increase participation, Ocean View Hills will:</p> <ul style="list-style-type: none"> -Offer meetings in English and Spanish, both in person and virtually -Promote meetings through Blackboard, ClassDojo, flyers, and school website -Provide childcare, interpretation, and flexible meeting times when possible -Highlight the impact of these committees on school improvement and student success 			
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<p>3.1.3</p>	<p>3.1.3 Strengthening Parent Communication and Access to Information</p> <p>Ocean View Hills School is committed to improving home-to-school communication by ensuring families receive timely, accessible, and meaningful information about their child's academic progress and school-wide initiatives. The school will use a variety of digital and print platforms, with primary language support, to ensure all families--especially those of English Learners and other underserved groups--are informed and engaged.</p> <p>Key communication tools and efforts include:</p> <p>A. Synergy Parent Portal:</p> <ul style="list-style-type: none"> -Enables parents to receive emails from teachers and school staff -Allows families to view student grades, assignments, and attendance in real time -Provides a platform for two-way communication with teachers regarding academic progress <p>B. School Website:</p> <ul style="list-style-type: none"> -Redesigned to be more user-friendly and visually engaging -Includes staff directories, calendars, key announcements, resources, and translated content for accessibility -Serves as a centralized information hub for families and the community <p>C. Blackboard Messenger:</p> <ul style="list-style-type: none"> -Used to send voice calls, texts, and emails to families regarding urgent announcements, upcoming events, and general school updates -Supports multiple languages to reach all families effectively <p>D. Parent Involvement Newsletter/Flyer:</p> <ul style="list-style-type: none"> -Distributed regularly in print and digital formats -Highlights opportunities for family engagement, student success stories, and strategies for supporting learning at home -Includes translated versions to ensure accessibility for multilingual families <p>E. Social Media and Communication Platforms:</p> <ul style="list-style-type: none"> -Utilizes ClassDojo, Blackboard, and the school homepage to post reminders, 	<p>Students with Disabilities, Low Income, Foster Youth, All Students, English Learners</p>		
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	<p>photos, videos, and important updates</p> <ul style="list-style-type: none"> -Increases family engagement by offering real-time, mobile-friendly communication <p>F. Text Messaging:</p> <ul style="list-style-type: none"> -Ensures direct, quick communication with families who prefer brief updates or do not have consistent access to email -Used for reminders about meetings, events, deadlines, and emergencies <p>All communication efforts will be aligned with district expectations and supported by bilingual staff to ensure linguistic and digital access for all families.</p>			
3.1.4	<p>3.1.4 Parent Workshops to Build Capacity and Support Student Success</p> <p>Ocean View Hills School will offer a series of workshops and trainings designed to empower parents with the tools, knowledge, and confidence to support their children's academic, behavioral, and social-emotional success. These multi-week workshops will be offered both in-person and virtually to ensure accessibility for all families.</p> <p>Workshops will include, but are not limited to:</p> <ul style="list-style-type: none"> -Cyber-safety and Digital Citizenship: Helping families understand online safety, managing screen time, and responsible use of technology -Progressive Discipline and Positive Parenting: Supporting behavior at home aligned with school expectations -Navigating High School and Post-Secondary Education: Preparing families for high school transition, college readiness, and career exploration -Social-Emotional Learning and Mental Health: Tools for understanding and supporting students' emotional wellness -Academic Support at Home: Guidance on helping students with reading, math, and homework routines <p>Programs will be delivered through community partners and educational organizations, including:</p> <p>PIQE (Parent Institute for Quality Education) Dr. Villareal - Mano a Mano Workshops CABE - Parent Leadership Development Other guest speakers and facilitators aligned to family and community needs</p> <p>Workshops will be offered in English and Spanish, and interpretation will be provided as needed.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	\$1,930	Title I Parent Involvement

Annual Review

SPSA Year Reviewed: 2024-2025

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Ocean View Hills made significant strides in building strong partnerships with families and increasing parent engagement through a combination of in-person and virtual opportunities. We offered multiple parent workshops through partnerships with PIQE, CABE, and Dr. Villareal, which were well-attended and provided families with tools to support their children academically and emotionally. The use of bilingual communication platforms (Blackboard, ClassDojo, flyers, and our website) ensured that all families, including those who speak Spanish, had access to school information. The Synergy Parent Portal was especially effective in giving parents real-time access to academic progress and increasing transparency. Virtual access to recognition assemblies and events helped engage families who couldn't attend in person, supporting inclusivity and connection to the school community. Overall, these strategies fostered a welcoming environment and strengthened the school-to-home partnership.

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

One challenge was limited capacity for live translation services during some workshops and meetings, which impacted full accessibility for all families. Additionally, while we offered various workshops, some had lower attendance than expected, especially those held during working hours. There were also delays in launching updates to the school website, which temporarily limited access to centralized information. While Blackboard and ClassDojo were used consistently, not all families were fully utilizing the Synergy Parent Portal, pointing to a need for additional outreach and training. Lastly, while the number of events was strong, ongoing feedback loops (like surveys) to gather parent input were underutilized, limiting our ability to fine-tune offerings.

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.

For 2025-2026, OVHS will expand parent onboarding and support for using the Synergy Parent Portal, including workshops and 1:1 tech help, which will be reflected in an updated Strategy 3.1.3. We will also establish a parent feedback cycle using short, multilingual surveys to guide workshop topics and timing preferences (added under Strategy 3.4). To improve accessibility, we will increase our use of live simultaneous translation during workshops and major meetings. The school website will be audited and updated early in the year to improve user experience and mobile access (reflected in 3.1.3B). Finally, we plan to offer a broader variety of parent workshops, including options in the evenings and weekends, to better accommodate working families, also listed under Strategy 3.4.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,314.10

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

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 (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school:

Total of federal, state, and/or local funds for this school:

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
Jennifer Villanueva	ELAC

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 (No date indicated.)

Attested:

Principal, Erika Meza on (No date indicated.)
SSC Chairperson, Daniela Armstrong on (No date indicated.)