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
Anthony W. Ochoa Middle School	01611926056956	March 15, 2023	May 24, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

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)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716 ↗, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:
- Develop and implement a school-level plan to improve student outcomes

    The school plan must:

    - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

    - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select "Schoolwide Program." In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

> Schoolwide Program
> Comprehensive Support and Improvement
> Schoolwide Program
> The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).
>
> CSI Low Performing:
> There are four schools in the district which are under the Comprehensive Support and Improvement (CSI). There are two types of CSI: Low Graduation Rate, and Low Performing. Per the CA Dashboard Technical Guide, "The eligibility criteria [for CSI-Low Performing] are:
> ·   Schools with all indicators at the lowest status level
> ·   Schools with all indicators at the lowest status level but one indicator at another status level."

Our school is one of the sites that was identified as CSI-Low Performing. Sites which are identified as CSI receive additional funding to ensure they exit CSI.

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.

Anthony Ochoa Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.

2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma-informed care, and a focus on equity.

3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.

4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

We have consulted with staff and a number of committees including our Instructional Leadership Team (ILT), Site Based Decision Making Team (SBDM), School Site Council (SSC), English Language Advisory Committee (ELAC), SpEd Dept. and African American Student Achievement Initiative (AASAI). With respect to the site's Local Curriculum Council and Site Based Decision Making committees, we meet and receive input regularly throughout the school year. This is achieved by conducting periodic surveys with our community, and students and embedding their input and feedback into the updated SPSA, i.e., Panorama district-wide Surveys, Student, Staff, and Parent School surveys "Dreams for Ochoa".

Resource Inequities

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

*Since the discussion of the closure of schools (3/2020) there have been challenges in finding adequately credentialed staffing for various vacancies.
*There are issues with campus modernization and maintenance not prevalent at other sites.
*Staff are receiving monthly professional development around Anti-Bias/Anti-Racism and exploring the three levels of culture and lived experiences of students as a way to heighten sensitivity in these areas.
*We are one of two middle schools unable to offer a foreign language program due to the low FTE allocation.

The district has allocated a .5 Teacher on Special Assignment (TOSA) to address additional supports for our English Learners and we often prioritize staff development trainings and collaboration opportunities for faculty to be able to address and build capacity with instructional practices and pedagogy as they connect with our Mission and vision and the HUSD vision for Deeper Learning Practices. Additionally, we have included small group interventions, tutoring support, focal student progress monitoring, case management, ELPAC, and summer enrichment academies.

Special programs: We are working to ensure our higher-level courses (Gate, Geometry, Algebra, STEAM, Spanish, AVID, and Puente) and special programs have student populations that are representative of the demographics of our school community. This year we are developing a GATE program, for implementation in 2023-24, to support the needs of our highest-performing students.

Funding allocations: Equitable distribution of funds and opportunities for our college and career readiness programs (AVID and Puente).
Languages Other Than English: We are attempting to partner with another middle school to be able to offer two sections of Languages Other Than English; this will provide our students the opportunity to take advanced level courses in HS and allow them to qualify for the "seal of biliteracy" designation with their HS diploma and support recently reclassified students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.43%	0.25%	2	2	1
African American	9.6%	7.58%	7.86%	50	35	32
Asian	8.1%	7.58%	9.58%	42	35	39
Filipino	13.5%	12.99%	12.29%	70	60	50
Hispanic/Latino	56.7%	59.31%	57.49%	295	274	234
Pacific Islander	5.0%	4.76%	4.67%	26	22	19
White	3.1%	2.60%	3.19%	16	12	13
Multiple/No Response	3.7%	4.55%	4.18%	19	21	17
			Total Enrollment	520	462	407

Conclusions based on this data:

Although there has been a reduction in our enrollment overall, our demographic remains consistent. Our Latinx students continue to make up over 70% of our student population, Filipino students make up just under 25%, and our African American student population is steadily increasing making up just over 10% of our student population. The looming school closures from 2022-23, have also had a direct impact on our already declining enrollment and make projections for the 23-24 year somewhat of a challenge.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	105	112	98	20.20%	24.2%	24.1%
Fluent English Proficient (FEP)	213	172	132	41.00%	37.2%	32.4%
Reclassified Fluent English Proficient (RFEP)	6			5.7%		

Conclusions based on this data:

Over the past three years, there has been a steady increase of English language learners enrolled at Ochoa Middle School. We anticipate an increase for the 23-24 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	260	212		0	206		0	206		0.0	97.2	
Grade 8	249	240		0	235		0	235		0.0	97.9	
All Grades	509	452		0	441		0	441		0.0	97.6	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2518.			7.77			27.18			33.01			32.04	
Grade 8		2538.			6.38			31.91			34.47			27.23	
All Grades	N/A	N/A	N/A		7.03			29.71			33.79			29.48	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.74			61.65			29.61	
Grade 8		12.34			62.98			24.68	
All Grades		10.66			62.36			26.98	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.29			66.67			23.04	
Grade 8		8.51			60.00			31.49	
All Grades		9.34			63.10			27.56	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		8.74			71.84			19.42	
Grade 8		8.09			77.45			14.47	
All Grades		8.39			74.83			16.78	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		12.14			68.93			18.93	
Grade 8		17.02			63.40			19.57	
All Grades		14.74			65.99			19.27	

Conclusions based on this data:

The data shows a change in scores for ELA 2020-2022. The percentage of students in the "At/Above Standard" categories hovers within the 70-75% range. Overall in ELA, there is an improvement in the Standard Met and Standard Nearly Met categories. There is still work to do with respect to "Demonstrating understanding of literary and non-fictional texts & "Demonstrating clear and purposeful writing."

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	260	212		0	206		0	206		0.0	97.2	
Grade 8	249	240		0	234		0	234		0.0	97.5	
All Grades	509	452		0	440		0	440		0.0	97.3	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2484.			8.25			13.11			28.64			50.00	
Grade 8		2500.			9.40			14.10			27.35			49.15	
All Grades	N/A	N/A	N/A		8.86			13.64			27.95			49.55	

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.22			43.69			47.09	
Grade 8		9.83			49.57			40.60	
All Grades		9.55			46.82			43.64	

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.83			52.43			41.75	
Grade 8		6.41			55.56			38.03	
All Grades		6.14			54.09			39.77	

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		7.77			61.17			31.07	
Grade 8		8.97			56.84			34.19	
All Grades		8.41			58.86			32.73	

Conclusions based on this data:

Over the past two years 2020-2022, there has been a slight increase in the number of students who met or exceeded standards on the CAASPP for math. Our biggest area of challenge has been applying mathematical concepts and procedures with 43.64% of students scoring below standard.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
462	**58.9**	**24.2**	**0.4**
Total Number of Students enrolled in Anthony W. Ochoa Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	24.2
Foster Youth	2	0.4
Homeless	4	0.9
Socioeconomically Disadvantaged	272	58.9
Students with Disabilities	67	14.5

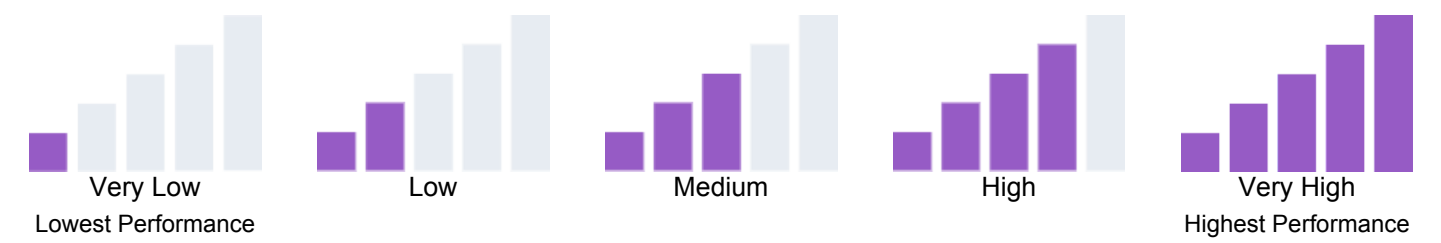| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	7.6
American Indian	2	0.4
Asian	35	7.6
Filipino	60	13.0
Hispanic	274	59.3
Two or More Races	21	4.5
Pacific Islander	22	4.8
White	12	2.6

Conclusions based on this data:

Although there have been significant changes in our enrollment numbers, our demographic and special population data breakdown are relatively consistent.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Low	Very High	High
Mathematics		
Low		
English Learner Progress		
High		

Conclusions based on this data:

> Through focused supports we will begin to see our student ELA/Math scores begin to rise to more acceptable levels. This can be achieved by improving student attendance and creating safe and inclusive learning environments for students that acknowledge their assets and integrates culturally and linguistically responsive instruction.
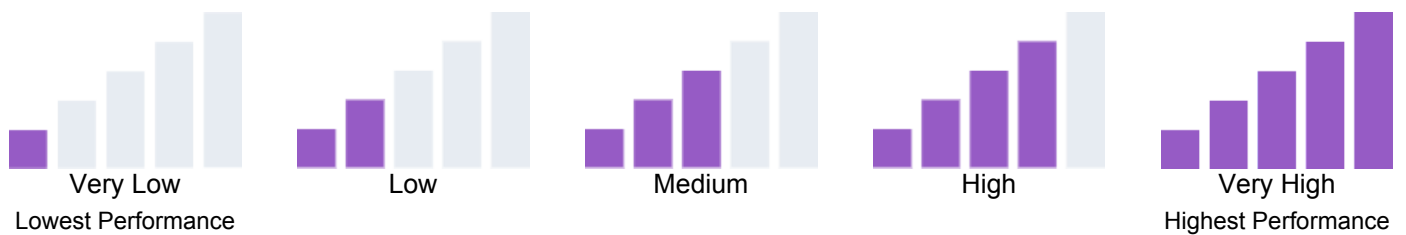
We have implemented SEL programs and student groups to support good decision-making, as well as restorative counseling sessions for students to aid in conflict resolution.
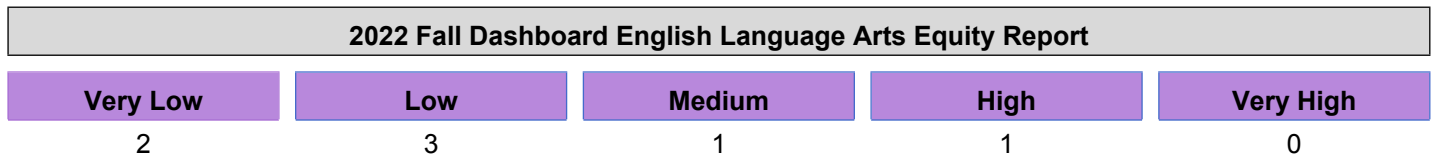
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
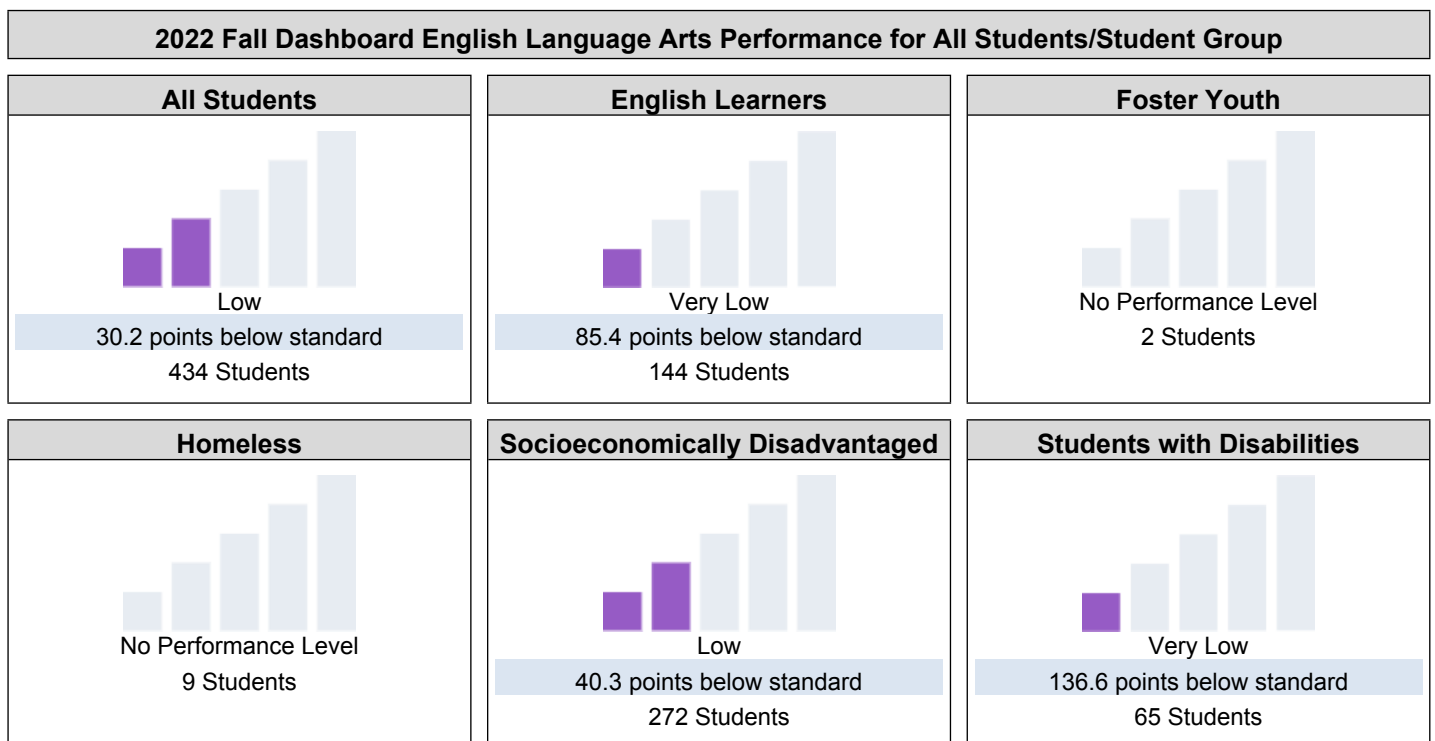
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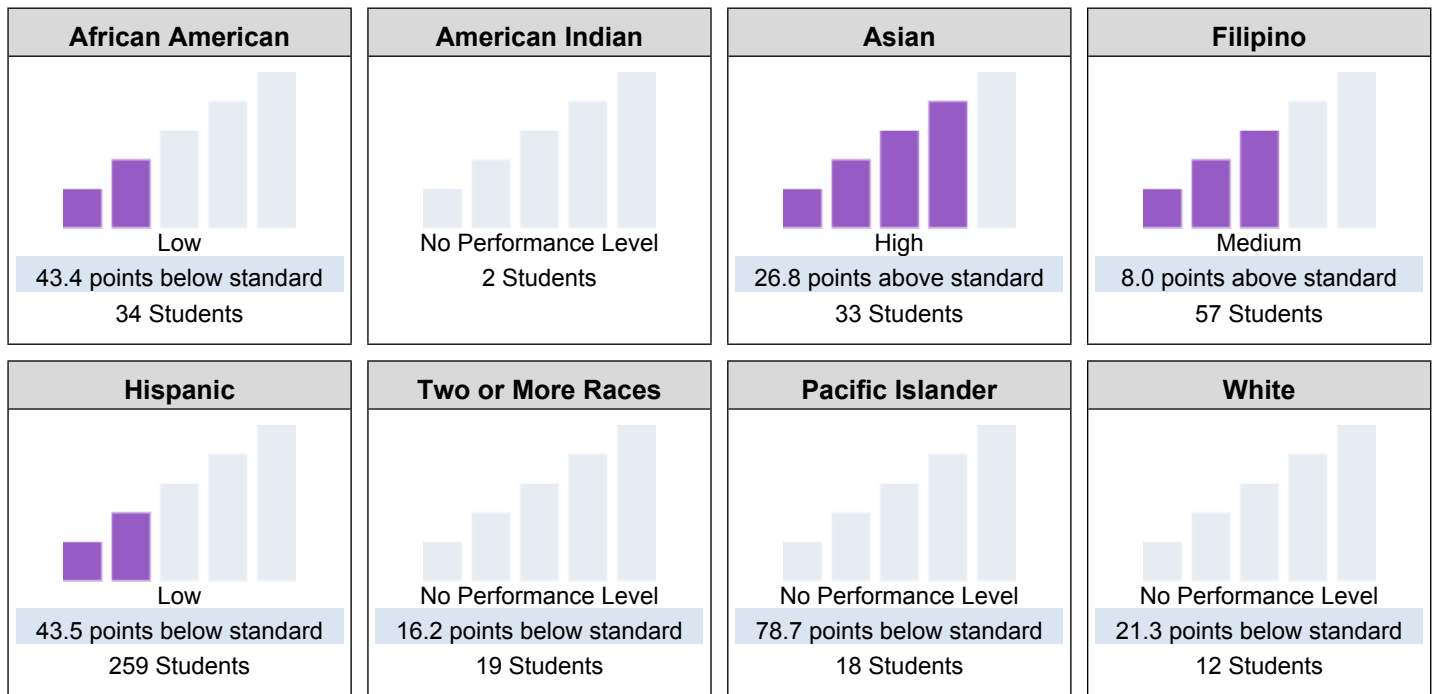
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	1	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
30.2 points below standard	85.4 points below standard	2 Students
434 Students	144 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
9 Students	40.3 points below standard	136.6 points below standard
	272 Students	65 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

Low

43.4 points below standard

34 Students

American Indian

No Performance Level

2 Students

Asian

High

26.8 points above standard

33 Students

Filipino

Medium

8.0 points above standard

57 Students

Hispanic

Low

43.5 points below standard

259 Students

Two or More Races

No Performance Level

16.2 points below standard

19 Students

Pacific Islander

No Performance Level

78.7 points below standard

18 Students

White

No Performance Level

21.3 points below standard

12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

107.8 points below standard

84 Students

Reclassified English Learners

57.6 points below standard

61 Students

English Only

21.4 points below standard

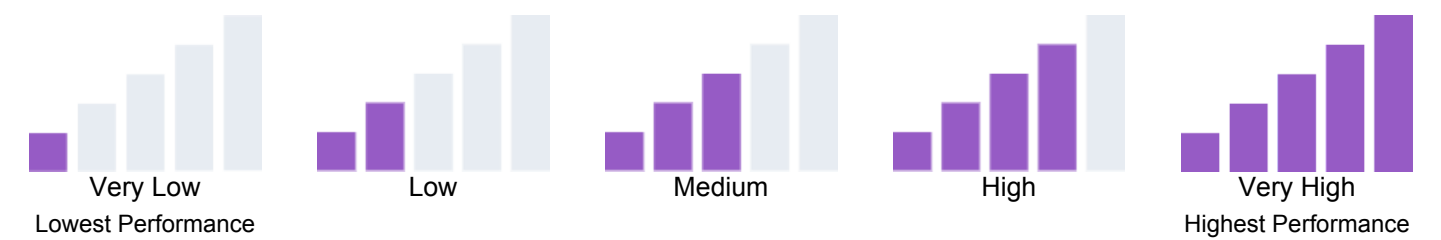163 Students

Conclusions based on this data:

There is room for improvement in this area, in 2019 there was a slight decline in ELA performance. There is a significant need to offer targeted support for ELL's, Latinx, and African American students.
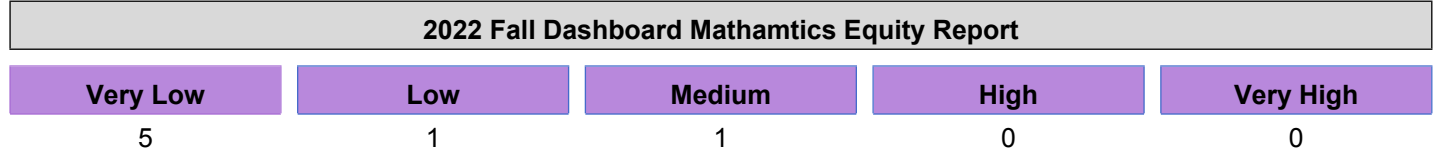
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
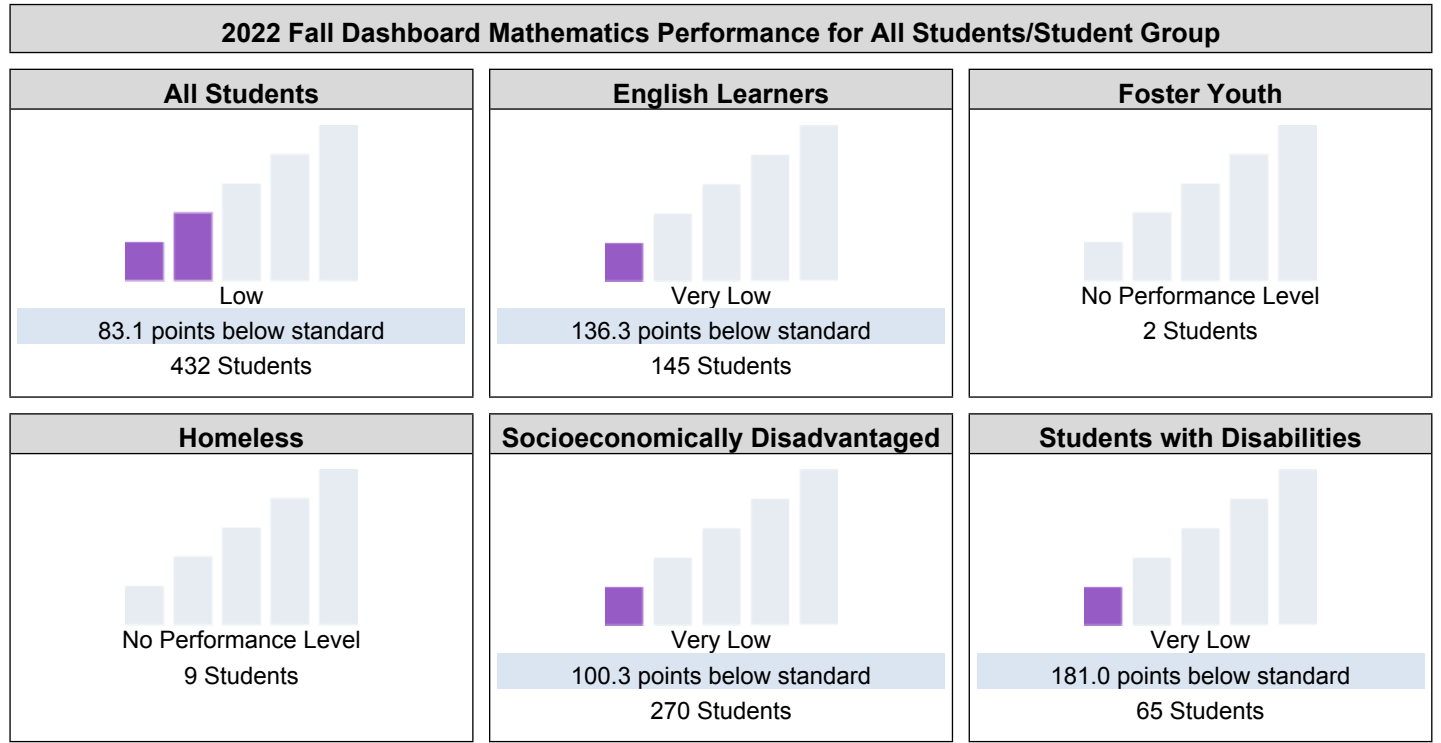
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
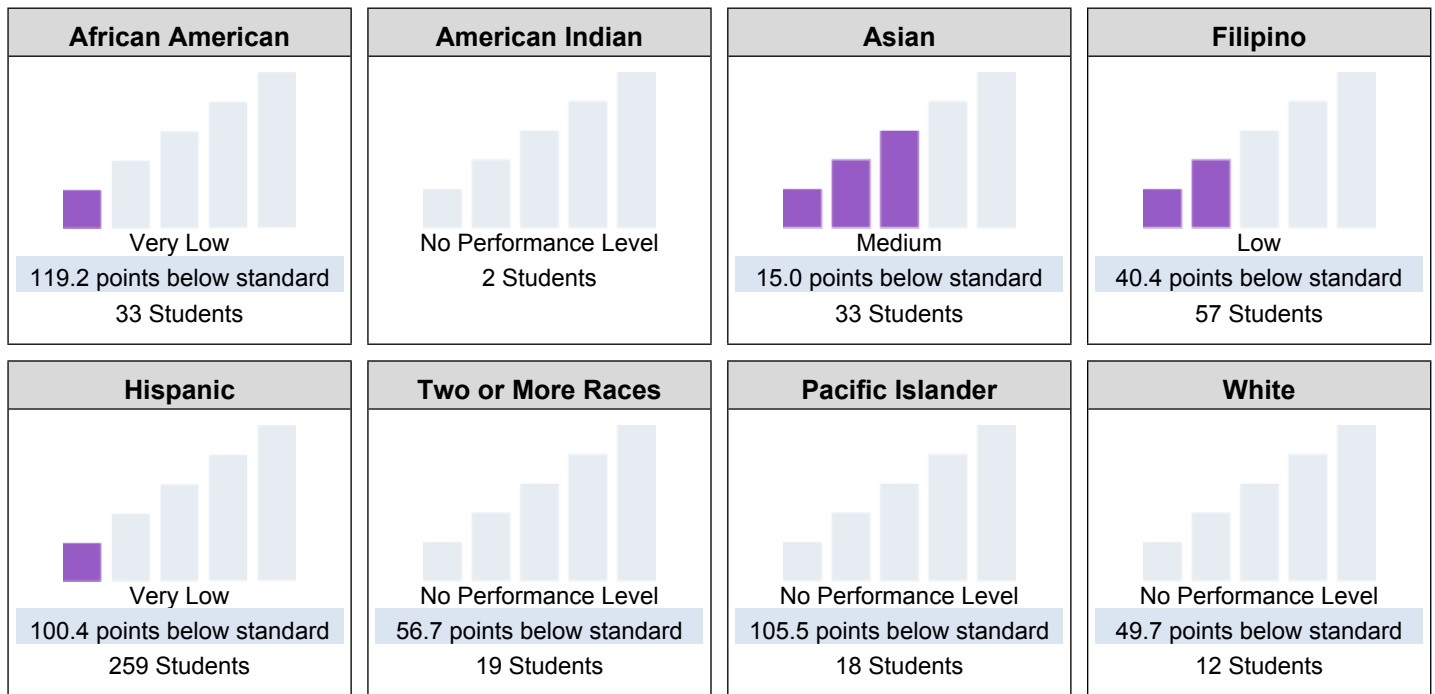
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
83.1 points below standard	136.3 points below standard	2 Students
432 Students	145 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
9 Students	100.3 points below standard	181.0 points below standard
	270 Students	65 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Very Low
119.2 points below standard
33 Students

American Indian

No Performance Level
2 Students

Asian

Medium
15.0 points below standard
33 Students

Filipino

Low
40.4 points below standard
57 Students

Hispanic

Very Low
100.4 points below standard
259 Students

Two or More Races

No Performance Level
56.7 points below standard
19 Students

Pacific Islander

No Performance Level
105.5 points below standard
18 Students

White

No Performance Level
49.7 points below standard
12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

160.7 points below standard
84 Students

Reclassified English Learners

102.7 points below standard
61 Students

English Only

68.2 points below standard
161 Students

Conclusions based on this data:

While we have several advanced level math classes (Geometry, Algebra 7, Algebra 8), the focus should be on the acquisition of basic math applications. There is work to be done in this area. Again, we will continue our focus on culturally responsive and linguistic teaching and pedagogy and show real world applications for the skill of mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

70.5 making progress towards English language proficiency

Number of EL Students: 67 Students

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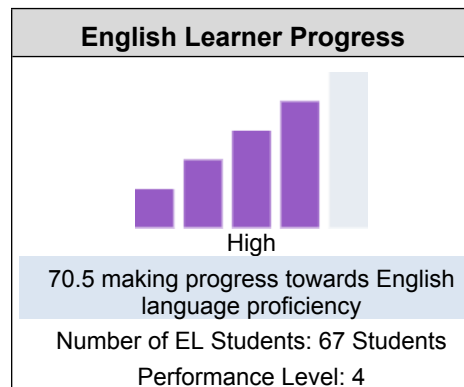
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
16.4%	20.9%	0.0%	62.7%

Conclusions based on this data:

67 of our 95 ELL students scored a 4 overall. 62.7% of ELL students increased "one ELPI Level" and 20.9% maintained their current ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
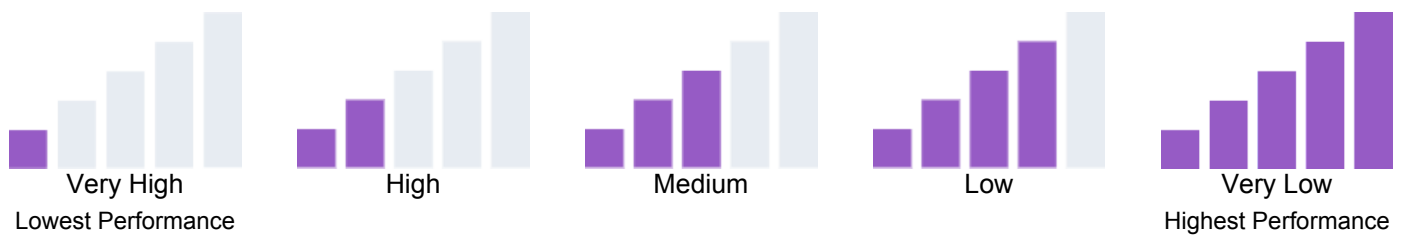
Conclusions based on this data:

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
6	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
46% Chronically Absent	54.3% Chronically Absent	Less than 11 Students
474 Students	116 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	52.2% Chronically Absent	62.2% Chronically Absent
10 Students	301 Students	74 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High

56.8% Chronically Absent

37 Students

American Indian

No Performance Level

Less than 11 Students

2 Students

Asian

High

13.5% Chronically Absent

37 Students

Filipino

Very High

21.3% Chronically Absent

61 Students

Hispanic

Very High

52.3% Chronically Absent

279 Students

Two or More Races

No Performance Level

54.5% Chronically Absent

22 Students

Pacific Islander

No Performance Level

54.2% Chronically Absent

24 Students

White

No Performance Level

58.3% Chronically Absent

12 Students

Conclusions based on this data:

We continue to struggle with chronic truancy and have not yet returned to pre-pandemic totals. To improve in this area, we have added a focal student team that will provide weekly academic check-ins, provide incentives, and awards as positive reinforcement for those with attendance issues. We have implemented new policies and procedures and positive attendance incentive programs that educate our students and families about the direct correlation between positive school attendance and academic success.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
3	2	1	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
10.5% suspended at least one day	12.4% suspended at least one day	Less than 11 Students
487 Students	121 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
9.1% suspended at least one day	10.7% suspended at least one day	12.8% suspended at least one day
11 Students	309 Students	78 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Medium	Very Low
10.3% suspended at least one day	Less than 11 Students	5.3% suspended at least one day	0% suspended at least one day
39 Students	2 Students	38 Students	62 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	No Performance Level
13.6% suspended at least one day	13.6% suspended at least one day	12% suspended at least one day	0% suspended at least one day
287 Students	22 Students	25 Students	12 Students

Conclusions based on this data:

Through education and restorative conversations with students and their families, climate assemblies, and parent education through weekly parent letters and coffee with the principal, we have reduced the number of repeat offenses.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Develop Language and Literacy across content areas. All students will receive culturally responsive literacy instruction that is tailored to their needs, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 10% annually.

Identified Need

Ochoa Middle School has been identified as a CSI school and was provided additional grant funding to support students and staff learning and development in ELA (Language and Literacy) and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Observations (formal/informal)	Current instructional formats- collaborative vs. individualized	Increase project based and collaborative instruction by 10% from prior year.
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA scores CAASPP & ELPAC	Improve student outcomes in ELA by one step from the prior year; 10% increase in number of students in the Met and Exceeded categories
HMH Growth Measure; Adaptive Benchmark Assessment (ELA)	Baseline measure 2022	Student improved outcomes in ELA
Improved quarterly grades	Qtr 1 grades	Quarterly grades will progressively improve by quarter 4.
Professional Development, Staff Mtg, PLC, Collaboration Mtg Agendas & Minutes		

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)

Teachers at Ochoa Middle School are placing a focus on literacy with an integrated focus on language and vocabulary development through professional development; the implementation of weekly SSR activities with students; parent training and informational workshops as well as high interest elective offerings that support language development (Theater, Study Skills, and Reading support workshops/classes).

Strategy/Activity

Ochoa Middle School will provide teachers with literacy focused professional development and regularly scheduled collaboration time, that will allow them to analyze assessment data, review student work product, and determine next steps, including equitable intervention or enrichment for special student populations (ELLs, GATE, SpEd, etc) who would benefit from it and with a focus on equity for all students.

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)
15,000	Title I 4000-4999: Books And Supplies Updated reading materials for SSR; culturally relevant novels; SPARC Poetry, Scholastics
15,000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Professional development through conferences and other resources for teachers that support literacy across all content areas; SPARC Poetry; PIQE, Parent literacy workshops trainings; Deeper learning Conf.
15,000	Comprehensive Support and Improvement (CSI) 0000: Unrestricted Other supplemental literacy focused edtech applications; flocabulary, nearpod, CANVA, etc
15,000	Title I 1000-1999: Certificated Personnel Salaries Tutoring support; Ochoa staff and outside tutoring partners

Annual Review

SPSA Year Reviewed: 2022-23

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 have integrated activities such as focused academic vocabulary development, focused reading and comprehension strategies through weekly silent sustained reading (SSR) through English classes as well as intervention workshops that support the needs of our All students including ELL students. For staff, we provided professional development that supports relationship building, culturally responsive instruction and related strategies as well as a focus on the development of student critical thinking skills. Ultimately, the overall effectiveness of strategies will be measured by CAASPP results.

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 concerns with staffing/vacancies we were not able to fully implement all initiatives this year to support our ELL students.

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.

As a result of the resources and supplemental instructional supports, students will begin to improve their reading comprehension, increase vocabulary, and writing skills by the end of the year. This will be evidenced in grades across content areas as well as CAASPP/ELA outcomes will improve. More students will move to the meet and exceeding standards categories.

The SPSA includes:
regular SSR program through ELA
workshops for parents/students
regular professional development for staff
updated professional development materials/tech for staff
support for ELL and recently reclassified ELLs
lunch time tutoring
after school tutoring support programs (Staff & Sylvan Learning)
offering of Languages Other Than English to increase opportunities for all students (NEW)
updated library selections for students (NEW)
updated library selections for staff development (NEW)
continued partnership with Cheza Nami-History Dept
continued partnership with SPARC Poetry dba Bay Area Creative -English Literacy focus

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by 10% annually.

Identified Need

Ochoa Middle School has been identified as a CSI school and was provided additional grant funding to support students and staff learning and development in ELA and Math skills development across all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom observations (formal/informal)	Observations of classroom instruction at the start of the year	Increased collaborative math learning opportunities
Improved outcomes on standardized tests (CAASPP)	2022 outcomes	2023 CAASPP math outcomes will improve one step from the year prior for 10% of students.
Improved grades with each quarter	Quarter 1 grades	Improved grades by quarter 4.
Benchmark Assessments for Math (qtrly)	Baseline data at the start of the year	Improved outcomes due to collaborative instruction at year end.
Professional Development, Staff Mtg, PLC, Collaboration Mtg Agendas & Minutes		

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)

This year we will focus on vertical articulation for all students; Using EdTech and PD/collaboration to create opportunities to build their knowledge of mathematics concepts and procedures and math reasoning skills.

Strategy/Activity

Ochoa Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it.

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)
15,000	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Teacher Professional development and collaboration that supports vertical articulation, project based math instruction opportunities for students and supplemental math based resources
15,000	Title I 4000-4999: Books And Supplies Materials related to math instruction including ed tech applications, manipulatives, and books etc.
15,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Math supports such as lunchtime, after school tutoring by staff and outside tutoring contractors; math academy
5000	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Other supplemental mathematics focused edtech and applications

Annual Review

SPSA Year Reviewed: 2022-23

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.

PLC Teams are focusing on the four Deeper Learning Practices and Culturally Responsive Teaching as the focus of Ochoa's instructional vision. PLC teams will observe teaching videos and conduct peer to peer observations to specifically focus on creating student academic engagement, fostering student to student discourse and opportunities across content areas, and closing the feedback loop for students once student work or student responses take place. Examples of strategies that teachers will observe (in all content areas) and model during faculty meetings include Socratic Seminars, Living Museums, explicit roles for engagement during small group work, and exit slip and feedback strategies. Through collaborative planning and analyzing student work, teachers have aligned lesson development modifications to meet student needs and address gaps. This will support improvement in speaking and listening standards as demonstrated on benchmark results.
Increased number of instructional tools that support culturally responsive strategies continues to be an area of need, especially when subgroup data from benchmarks is disaggregated.

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

Increased number of instructional tools that support culturally responsive strategies continues to be an area of need, especially when subgroup data from benchmarks is disaggregated.

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 Includes:
high interest math focused electives (financial literacy, computer applications/coding, and WBIB STEM program)
workshops for parents/students
regular professional development with materials/tech for staff
support for ELL and recently reclassified ELLs
lunch time tutoring
after school tutoring support programs (Sylvan Learning)
updated library selections for students (NEW)
updated library selections for staff development (NEW)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: Multilingual students will receive instruction that increases their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by one or more proficiency (1-2-3-4) levels annually.

Identified Need

Our ELL and RFEP students account for approximately 25% of our student population. There is a need to support their success in passing the ELPAC test, prior to entering the 9th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress Monitoring	Quarterly Grades for ELL and RFEP students	Final quarter grades for ELL and RFEP students
HMH Growth Measures Assessment (ELA)	Baseline measures 2022	Final assessment measures improve annually
Annual Reclassification Rates	Number of students identified as RFEP (start of year)	Number of RFEPs increases by 10%+ annually
Professional Development, Staff Mtg, PLC, Collaboration Mtg agendas and minutes		

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)

Our English Language Learners (ELLs, LTELs, and RFEP) will benefit from focused small group support provided by our EL Spec that develops their academic vocabulary, high level reading, writing and speaking skills.. This will be achieved by providing teacher PD and strategies for supporting ELD students.

Strategy/Activity

Ochoa Middle School will provide teachers with additional collaboration time and PD for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as strategies to support collaborative learning models in the classroom.

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)
8,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development for staff to support the needs of ELLs and RFEPs; Tutoring ; and language support academy
10,000	Comprehensive Support and Improvement (CSI) 0000: Unrestricted ELPAC Academies; This year we anticipate using CSI funds to provide ESL and Technology courses for EL families, to build agency and life-skills that will enable families to learn to better support the needs of their students. Bridge Program -Weekly summer bridge sessions to support the needs of all students (ELA, Math, and ELL focused) Learning partnerships: PIQE, Adult School etc.
1,500	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Related supplies (books, materials, ed tech applications) for ELL & RFEP student support

Annual Review

SPSA Year Reviewed: 2022-23

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 believe developing learning partnerships with our families, specifically those of our ELLs and RFEPs that help them learn how to best support their student's development through their middle school years.

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

N/A

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.

This year's SPSA will include:
PDs for staff to support collaborative learning strategies for ELLs
PDs to teach use of technology to support collaborative learning and regular feedback
progress monitoring and reports of ELL & RFEP students by EL Specialist
workshops for students that support their development of the English language
workshops for parents that will teach them how to support student development of the English language
increased attendance at ELAC meetings to support parent learning of ELPAC requirements/supports
structured, weekly supports through pull out/push in model from our English Language Spec.
after-school tutoring support partnerships (YEP/Sylvan) (New)
partnerships that will allow the inclusion of foreign language/SPANISH to support language development (New)
Rosetta Stone: Spanish 101 (beg) and Spanish for Native Speakers (ELLs/RFEP)
summer workshops to support ELL students (New)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts (VAPA)

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Ochoa Middle School will promote a focus on arts education, through an equity lens, by ensuring that all students have access to VAPA-related activities each year, either through standalone VAPA course offerings (e.g. Art, Theatre, Music) or through school-wide activities.

Identified Need

Research supports students who participate in the arts have higher academic outcomes. We have expanded our VAPA program over the past two year by adding both a guitar and theater class to our offerings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual increase of students in the students who elect VAPA programs	Prior year's VAPA program enrollment	Increased enrollment and participation in the VAPA programs by 5% annually.
Recruitment efforts and advertisements	Prior year's VAPA program enrollment	Increased enrollment and participation in the VAPA programs by 5% annually.
Department and district collaboration meeting agendas and minutes	Prior year's VAPA program enrollment	Increased enrollment and participation in the VAPA programs by 5% annually.

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)

Increase enrollment and experiences in and with the visual and performing arts so that all students are eligible to select a VAPA elective course that will provide exposure to the arts.

Strategy/Activity

Ochoa Middle School will promote arts integration by offering VAPA course offerings, hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, and offering after school enrichment, etc.

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)
500.00	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Poetry Slam in partnership with Theater, ART, and SPARC poetry program; art gallery collab (music/art)
1,500.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Summer program offerings, ed tech to support the collaboration of digital engineering and music
500.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Marketing campaign to support the growth of VAPA programs.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Currently Ochoa Middle School offers choir, band, orchestra, and last year added a guitar course offering.

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

N/A

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.

Currently Ochoa Middle School offers art, theater, choir, band, orchestra, and last year added a guitar course offering.
Last summer, we piloted a digital engineering (music production) class in partnership with Chabot and funded by the YEP program. Going forward working to bring that course offering to the regular school day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. Ochoa will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies annually, either through stand alone SEL curriculum or culture/climate initiatives. All students and families will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS), Panorama and other student/family surveys. The school will use survey data to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

There continues to be an increased need to support students. Student emotional wellbeing, social interactions, peer to peer connectedness, and conflict management/resolution skills require intentional development. Additionally, we are working to partner with an online provider to provide instructional supports around substance abuse and its impact to the developmental health of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Survey-Panorama (community)	prior year survey results	improved positive outcomes by 5%
School Mid Year & Year End Survey (Students & Staff)	prior year survey results	improved positive outcomes by 5%
California Healthy Kids	2021 CHK Survey	improved positive outcomes by 5%

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

Ochoa Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. We will continue with our PBIS/Restorative Programs to encourage positive behavioral outcomes. Our SSC is considering the need for additional on-site counseling support and or a Youth Intervention/SEL Counselor.

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)
1,000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies SEL Supports: Ed tech, Character Strong, PBIS and restorative practices. School currency, drug and alcohol awareness program and positive interventions/store
10,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Youth Intervention support services; Mentoring partnership with Chabot; Circle Up; PIQE; Familia Adelante other providers.
20,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries SEL Counselor or Youth Intervention Specialist position

Annual Review

SPSA Year Reviewed: 2022-23

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.

With the marked increase in counseling services offered through our COST program we have identified that all students would benefit from additional Youth Intervention and support.

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 concerns around staffing and vacancies, we are supporting students with the help of only one on site counseling service instead of our staff of two. Currently YFSB is on site daily, and with limited supports, Fred Finch is our second provider of service.

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.

Our SSC has voted to seek additional counseling support in this area in the way of another on site provider or by hiring a YIS or SEL Counselor to support the increased volume of socio emotional needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Ochoa Middle School will increase the number of parents participating in school activities, including parent advocacy groups (SSC, SBDM, AASAI) and Coffee with the Principal by 10% annually.

Identified Need

Research supports that involved parents are more informed and their students benefit academically from their direct involvement in the school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys; Panorama, LCAP; Site-Level	2022 Outcomes	Greater frequency of positive qualitative data.
Parent Participation and engagement	Parent Mtg Attendance-SSC; SBDM; Coffee with Principal; AASAI, ELAC; Qtrly Parent Days and other school events	Increased parent engagement

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/community

Strategy/Activity

Ochoa Middle School will continue to provide additional options and opportunities for parents to participate in school activities by offering more flexible timing and mediums for meetings, interpretation for parents, and more emphasis on parent-requested topics of discussion. The goal is to create a learning partnership with the family that allows for input from all community stakeholders.

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)
1,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent workshops, promotion, and training tools (books, ed tech applications etc)
1,500	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Parent workshops, promotion, and training tools (books, ed tech applications etc) and related materials
2000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Equipment and supplies for the parent center, Ochoa Closet to support parental involvement.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Pre-COVID our in person parents meetings were not well attended. With the addition of our Family Engagement Specialist, attendance began to improve. During COVID, we adapted by offering virtual and hybrid experiences and opportunities for parents to get involved which made meetings more accessible to families. Because of the increased success and participation, have and will continue to survey families about what works best for them and offer meeting formats and times that support their needs.

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

N/A

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.

Included in the SPSA:
Monthly Coffee with the Principal
Quarterly Parent Day Workshops and Activities
Annual support of the BH (all-district) African American Family Conference

Parent and Volunteer Appreciation events
AASAI Parent Speaker series (New)
PIQUE-Parent workshops & Trainings (New)
Familia Adelante (New)-student and parent workshops 6 week series

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Ochoa Middle School will decrease chronic absenteeism by 10% in the 23-24 school year.

Identified Need

Post COVID, some families believe the virtual learning format best supports their student's needs. For that reason, they opt to keep their students home. This is problematic as we have returned to full in person learning and all students are required to be on campus, unless they have been approved to join the VISP program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly attendance reports	Monthly reports from prior years	Increased positive rate of attendance goal of 98%
Attendance Meetings/Contract adherence	attendance conference data A2A	Increase the educational opportunities with students and parents around attendance expectations/goals

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; chronically absent/truant

Strategy/Activity

Ochoa Middle School staff (AP and Attendance Clerk) will collaborate with the district's Child Welfare and Attendance division weekly, to reduce families' barriers to attendance, including early intervention and COST services.
Educate families about attendance goals and the impact positive attendance has on academic outcomes.

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)
1,000	Comprehensive Support and Improvement (CSI) 0001-0999: Unrestricted: Locally Defined Incentives, rewards, and positive behavioral program
1,000	Title I 1000-1999: Certificated Personnel Salaries Parent education through various monthly meetings; Coffee, Truancy Support Meetings etc.
1,000	LCFF Supplemental and Concentration Funds 0000: Unrestricted Attendance related educational materials and supplies.

Annual Review

SPSA Year Reviewed: 2022-23

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 are noticing a small population of students and their families require education around the education code and its requirements around student attendance. Early education, incentives and rewards and positive school culture have improved attendance outcomes to some extent.

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

We often move students to the SARB process, however, when Ochoa Middle School and HUSD interventions fail, the District Attorney's office is not currently taking further action. This allows the cycles of truancy to continue from year to year and generation to generation within certain families.

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.

We will continue to offer incentive programs to students and families that support positive attendance and create a culture and climate where students look forward to being present daily. We are making targeted efforts to incentivize students who are improving in the area of attendance; calls are made home daily to notify families of daily and period absences.

Starting with orientation, we continue to educate students and families about attendance requirements and the impact positive attendance can have on academic achievement.
Weekly and Monthly review of attendance data.
*Incentives include, recognition via gift certificates, postcards, stickers, assignment passes, school currency system BARK bucks to claim prizes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Technology Development (Students, Staff, and Families)

LEA/LCAP Goal

Deeper Learning-Integration of technology for learning

Goal 8

Deeper Learning-Students will have an opportunity to learn with various technology focused programs and applications to support instructional proficiency and time management; and as a way to develop their skills in a 21st century learning environment.

Identified Need

Our students use social media and other forms of technology for social interaction and would benefit from the development of technological skills to support the need to be college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and staff capacity and technology acumen.	Pre assessment and self inventory of students/teachers	Post assessment and self inventory of students/teachers
Professional development agendas and training presentations.	Pre assessment and self inventory of students/teachers	Post assessment and self inventory of students/teachers

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 and staff will gain improved technology acumen.

Strategy/Activity

Students and staff will work to integrate more ed technology in their instruction and learning for their specific content areas.

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)
10,000	Comprehensive Support and Improvement (CSI) 0001-0999: Unrestricted: Locally Defined Improved technology and resources

Annual Review

SPSA Year Reviewed: 2022-23

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.

Post COVID students and staff have more access to ed tech than in years prior; there is a need for ongoing training and development to support instruction and learning using technology.

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

N/A

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.

Included in the SPSA:
development of computer lab (supports research, reading, electives)
Notes:
All Students will be provided with access to various learning tools, application, and platforms to ensure they have a robust and rigorous learning experience while distance learning. Such as Loom, Zoom, Grade Transferer, NearPod/Flocabulary, online graphic novels, and Padlet. It will become necessary to purchase of document cameras, headphones, and usb microphones fand upgrade instructional technology or staff and related professional development to support the learning and instruction process. Additional programs and applications include Sylvan tutoring School Plan for Student Achievement (SPSA) Page 68 of 88 Anthony W. Ochoa Middle School support cohorts, Brain Pop, Classroom Management, IXL, Moby Max, Nearpod, Flocabulary, and CANVA site-wide.
We will monitor the use of technology provided, share best practices, and collect baseline and quarterly data to identify trends in experiences. Provide access to technology instruction for parents within the school community in collaboration with the HUSD Adult School. There is a need to replace and repair instructional items/technology to enhance student experiences for the computer and home economic classes computer repairs/replacement; sewing machine repair/replacement, whichever is most cost effective.
*NearPod/Flocabulary-IXL (all content)-No RedInk- News ELA- Grade Transferer - Google Classroom - Zoom (pro)- Padlet - Jamboard _SORA and other online platforms
Brain Pop, ClassroomManagement, IXL, Moby Max, Nearpod, News ELA, Flocabulary, and CANVA site-wide.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$94,604.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$180,500.00

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 ($)
Comprehensive Support and Improvement (CSI)	$81,000.00
Title I	$54,000.00
Title I Part A: Parent Involvement	$1,000.00

Subtotal of additional federal funds included for this school: $136,000.00

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 ($)
LCFF Supplemental and Concentration Funds	$44,500.00

Subtotal of state or local funds included for this school: $44,500.00

Total of federal, state, and/or local funds for this school: $180,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	58,491.00	58,491.00
Title I	67,990.00	13,990.00
Comprehensive Support and Improvement (CSI)	238,867.27	157,867.27
Title 1: Parent Allocation	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	81,000.00
LCFF Supplemental and Concentration Funds	44,500.00
Title I	54,000.00
Title I Part A: Parent Involvement	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	28,000.00
0001-0999: Unrestricted: Locally Defined	12,500.00
1000-1999: Certificated Personnel Salaries	51,000.00
4000-4999: Books And Supplies	34,000.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	49,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Comprehensive Support and Improvement (CSI)	25,000.00

0001-0999: Unrestricted: Locally Defined	Comprehensive Support and Improvement (CSI)	11,000.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	10,000.00
0000: Unrestricted	LCFF Supplemental and Concentration Funds	3,000.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	30,500.00
1000-1999: Certificated Personnel Salaries	Title I	16,000.00
4000-4999: Books And Supplies	Title I	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,000.00
Goal 2	50,000.00
Goal 3	19,500.00
Goal 4	2,500.00
Goal 5	31,000.00
Goal 6	4,500.00
Goal 7	3,000.00
Goal 8	10,000.00

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

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Ms. Alexandra Mejia	Classroom Teacher
Ms. Sarah West	Classroom Teacher
Mr. Sumeet Naidu	Classroom Teacher
Ms. Zamuel Nimanja	Parent or Community Member
Sonia Hiester	Other School Staff
Ms. Emmaline Tibon	Parent or Community Member
Ms. Caroline Gikanga	Parent or Community Member
Mr. Isaiah Gonzalez	Secondary Student
Ms. Trinity Mitchell	Secondary Student
Makilia Rowe-Andrews	Principal
Monica Canela-Avalos (non-voting ELAC Rep)	Parent or Community Member

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

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 03/15/2023.

Attested:

	Principal, Makilia Rowe-Andrews on 3/15/2023
	SSC Chairperson, Caroline Gikanga on 3/15/2023

Title I School-Level Parent and Family Engagement Policy
Anthony Ochoa Middle School
September 2023-24

At Ochoa Middle School, it is the commitment of all school faculty and staff to establish and nurture a positive relationship with all students and their families. We believe that students are most capable of achieving at high levels when their teachers, support providers, and families work together to encourage excellence and find effective means of support.

With approval from the local governing board, Anthony Ochoa Middle School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Anthony Ochoa Middle School, the following practices have been established:

a) Each year, Ochoa presents its Title I status at its annual Back To School Night. The presentation is 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. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.

b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our weekly school newsletters, flyers that are sent home, and through phone messages, email, and texts.

c) Ochoa has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Ochoa Student Handbook.

d) The school provides parents of participating children with the following:

1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages and texts.

2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.

3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conferences, SSTs, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.

e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement
(Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association(PTA), where Applicable) meetings, and School Site Council (SSC) meetings.

b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA (where applicable), and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The F.E.S. focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our ELAC, DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.

f) The school will provide additional support as requested by parents.

Accessibility

Anthony Ochoa Middle School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and work directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

School-Parent Compact

At Ochoa Middle School, teachers, staff, and administrators are committed to high levels of student learning, and to serving their clients with respect, courtesy, and efficiency. These commitments look like:

- Providing high quality curriculum and instruction.
- Communicating high expectations for every student.
- Endeavoring to motivate my students to learn.

- Teaching and involving students in classes that are interesting and challenging.
- Participating in professional development opportunities that improve teaching and learning and supporting the formation of partnerships with families and the community.
- Enforcing rules equitably and involving students in creating a warm and caring learning environment in the class.
- Communicating regularly with families about their child's progress in school.
- Providing assistance to families on what they can do to support their child's learning.
- Participating in shared decision making with other school staff and families for the benefit of students.
- Respecting the school, staff, students, and families.

To this end, the school warmly invites all parents to participate in its governance groups, including the Site Based Decision Making (SBDM), School Site Council (SSC) and English Learners Advisory Committee (ELAC). In accordance with HUSD policy, it maintains an active parent center, and welcomes parents to serve in a variety of capacities. Ochoa hosts quarterly Parent Days, in which parents and guardians may attend parent workshops and shadow their children in their classes, as well as Back-to-School, Open House, and Teacher Conference nights. The school also maintains an up-to-date website with daily updates about homework, after school activities, events, meetings, and other important news.