



School Plan for Student Achievement (SPSA)

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

CSI Instruction:

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

ATSI Instruction:

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ocean View Hills Elementary	37683796119341	05/28/2026	06/18/2026

Plan Description

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

At Ocean View Hills School, we are committed to providing all students with a safe, inclusive, equitable, and supportive learning environment where every student has the opportunity to achieve academic success and social-emotional growth. In alignment with the San Ysidro School District's mission, Local Control and Accountability Plan (LCAP), and ESSA priorities, our schoolwide efforts are centered on three primary goals:

1. Student Achievement
2. Culture, Climate, and Student Well-Being
3. Parent and Family Engagement

Ocean View Hills School serves a diverse student population, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, homeless students, and other historically underserved student groups. Through continuous data analysis and collaboration with educational partners, the school has developed a comprehensive SPSA focused on equitable access, targeted interventions, student wellness, and meaningful family partnerships.

Input from School Site Council (SSC), English Learner Advisory Committee (ELAC), District committees, staff collaboration meetings, parent forums, student feedback, surveys, and community engagement opportunities helped shape the development of this plan. Educational partner feedback identified the need for expanded academic interventions, social-emotional supports, improved attendance systems, restorative practices, multilingual learner support, and increased family engagement opportunities.

To address these needs, Ocean View Hills School will implement the following priority actions during the 2026–2027 school year:

1. Academic Achievement and Targeted Student Support

The school will strengthen academic interventions and instructional supports for English Learners, students with disabilities, and students performing below grade level through a multi-tiered system of support (MTSS). Strategies include targeted small-group instruction, instructional aide support, extended learning opportunities, intervention programs, integrated English Language Development (ELD), professional learning for staff, and ongoing data analysis to monitor student progress and accelerate learning outcomes.

2. Positive School Climate, PBIS, and Social-Emotional Supports

Ocean View Hills School will continue implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning (SEL) systems to foster a safe, respectful, and inclusive school climate. The school will provide proactive behavioral supports, restorative circles, counseling services, wellness spaces, and trauma-informed practices to strengthen student connectedness, emotional regulation, attendance, and overall well-being.

3. Attendance, Engagement, and Student Wellness

The school will implement attendance improvement systems that include early identification, outreach supports, attendance interventions, A-SST processes, and collaboration with families to address chronic absenteeism. Additional student wellness initiatives, mental health supports, supervision systems, and enrichment opportunities will promote student engagement, school connectedness, and regular attendance.

4. Parent, Family, and Community Engagement

Ocean View Hills School will strengthen partnerships with families and community organizations by providing accessible communication, parent workshops, leadership opportunities, and educational events in both English and Spanish. Families will be encouraged to participate in SSC, ELAC, Coffee with the Principal meetings, school events, and decision-making processes that support student success and strengthen home-school connections.

Through these coordinated actions and services, Ocean View Hills School remains committed to ensuring equitable opportunities, high expectations, and positive outcomes for all students while fostering a school culture where every child feels safe, supported, connected, and empowered to succeed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Ocean View Hills School, a broad range of educational partners participated in the development and review of the School Plan for Student Achievement (SPSA). Input was gathered through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal sessions, staff collaboration meetings, parent and student surveys, District Parent Advisory Committee (DPAC/DELAC) meetings, and ongoing communication with families and community stakeholders.

Educational partner feedback emphasized the importance of:

- Targeted academic interventions and enrichment opportunities for English Learners, students with disabilities, and at-risk students
- Expanded social-emotional and mental health supports
- Continued implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and attendance supports
- Increased family engagement opportunities and accessible communication systems
- Professional development focused on inclusive, trauma-informed, and culturally responsive practices

Ocean View Hills School also collaborates with a wide network of community organizations and agencies to provide comprehensive supports for students and families. Partnerships include, but are not limited to:

- Health and Human Services
- Casa Familiar
- Assistance League of San Diego
- Southwestern Community College
- Love Thy Neighbor
- San Ysidro Health
- Feeding America
- Blue Shield of California
- Los Bomberos de San Diego
- Hearts and Hands
- City and County of San Diego
- San Diego County Office of Education (SDCOE)
- Church 180
- Eastlake Church
- San Ysidro Women's Club
- Los Angeles Chargers
- Albertsons
- San Diego Police Department
- Chula Vista Police Department

These partnerships strengthen the school's ability to provide students and families with academic support, mental health and wellness services, attendance interventions, enrichment opportunities, parent education, and access to essential community resources.

Through ongoing collaboration with educational partners, Ocean View Hills School remains committed to fostering a safe, inclusive, equitable, and connected learning environment that supports the success and well-being of all students.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Ocean View Hills School conducted a comprehensive review of multiple data sources, including the California School Dashboard, CAASPP results, local benchmark assessments, i-Ready diagnostic data, attendance reports, suspension data, English Learner progress indicators, student surveys, and educational partner feedback to identify areas requiring significant improvement.

The data review identified continued areas of need in English Language Arts and Mathematics achievement, particularly among English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing chronic absenteeism. While overall academic growth was observed in several grade levels, achievement gaps continue to exist among student groups in meeting grade-level standards and demonstrating proficiency on state and local assessments.

Attendance and chronic absenteeism also remain areas of concern, particularly for students with disabilities, students experiencing homelessness or foster care placement, and students with ongoing social-emotional or mental health needs. Additionally, behavioral data and student wellness surveys highlighted the continued need for social-emotional learning supports, restorative practices, and mental health services to improve school connectedness, student engagement, and positive behavior outcomes.

To address these identified needs, Ocean View Hills School implemented a multi-tiered system of support (MTSS) focused on targeted academic intervention, expanded learning opportunities, attendance monitoring, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and increased social-emotional and mental health services. The school also expanded instructional supports through intervention teachers, instructional aides, professional development in ELD and inclusive practices, SST and attendance intervention systems, and the use of data reflection sessions to guide instructional planning.

Educational partner feedback from School Site Council (SSC), English Learner Advisory Committee (ELAC), parent meetings, staff collaboration, and student voice activities further informed the development of the 2026–2027 SPSA. Families and staff emphasized the importance of improving academic interventions, strengthening school-home communication, increasing family engagement opportunities, supporting student attendance, and continuing to expand mental health and wellness supports for students.

As a result of this comprehensive needs assessment process, the 2026–2027 SPSA focuses on three primary areas:

1. Increasing student achievement in English Language Arts and Mathematics for all student groups,
2. Improving school climate, attendance, safety, and student wellness, and
3. Strengthening family engagement, communication, and educational partnerships to support student success.

Staffing and Professional Development

Staffing and Professional Development Summary

Ocean View Hills School is committed to maintaining a highly qualified and collaborative staff focused on meeting the academic, social-emotional, and behavioral needs of all students. Staffing allocations and professional development opportunities are aligned to the school's identified needs through the SPSA, California School Dashboard indicators, local assessment data, attendance data, and educational partner feedback.

The school will continue to support a comprehensive Multi-Tiered System of Support (MTSS) through strategic staffing that includes classroom teachers, instructional aides, intervention teachers, counselors, outreach consultants, campus aides, resource teachers, and support personnel. Additional supports will be provided for English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students experiencing chronic absenteeism.

Professional development will focus on strengthening instructional practices, data-driven decision-making, English Language Development (ELD), inclusive practices for students with disabilities, social-emotional learning (SEL), restorative practices, Positive Behavioral Interventions and Supports (PBIS), attendance intervention systems, and trauma-informed approaches. Teachers and staff will participate in ongoing collaboration through Professional Learning Communities (PLCs), data reflection sessions, coaching cycles, district trainings, and site-based professional learning opportunities.

Ocean View Hills School will also continue to build staff capacity in the effective use of instructional technology, intervention programs, differentiated instruction, and culturally responsive teaching practices to improve student engagement and achievement. Collaboration with district departments, instructional coaches, and community partners will further support professional growth and student success.

Staffing and Professional Development Strengths

Ocean View Hills School benefits from a dedicated and experienced staff committed to fostering a safe, inclusive, and academically rigorous learning environment for all students. Staff members demonstrate strong collaboration through Professional Learning Communities (PLCs), grade-level planning meetings, MTSS structures, and ongoing data analysis to support student achievement and well-being.

Key strengths include:

- A collaborative school culture focused on continuous improvement and student-centered decision-making
- Strong implementation of PBIS, restorative practices, and social-emotional learning supports
- Effective use of instructional aides, intervention teachers, counselors, and support staff to provide targeted interventions and academic support
- Ongoing professional development opportunities aligned to identified student and school needs
- Commitment to supporting English Learners and students with disabilities through inclusive instructional practices and differentiated supports
- Positive relationships between staff, students, families, and community partners that promote school connectedness and engagement
- Utilization of data-driven instructional practices and benchmark assessments to guide intervention and monitor student progress
- Strong partnerships with district departments and community agencies that provide additional academic, behavioral, attendance, and mental health supports for students and families

The school's staffing structure and professional learning systems continue to strengthen instructional effectiveness, improve student outcomes, and support the

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Ocean View Hills School requires additional intervention and support personnel, including intervention teachers, instructional aides, and expanded learning staff, to provide targeted academic support for students performing below grade level in English Language Arts and Mathematics.
Root Cause/Why: Student achievement data indicates ongoing learning gaps among English Learners, students with disabilities, and other unduplicated student groups who require intensive academic intervention and differentiated support to accelerate progress toward proficiency.

Needs Statement 2 (Prioritized): Teachers require ongoing professional development, coaching, and collaboration time focused on differentiated instruction, small group instruction, and data-driven instructional practices in both ELA and Mathematics.
Root Cause/Why: Student assessment data demonstrates the need for continued refinement of instructional strategies to address diverse learning needs and improve academic outcomes for all student groups.

Needs Statement 3: Ocean View Hills School staff need structured collaboration and planning time to analyze student data, monitor progress, and design responsive interventions aligned to grade-level standards.
Root Cause/Why: Students benefit when teachers engage in collaborative planning, data reflection sessions, and instructional calibration to provide timely and targeted supports.

Needs Statement 4 (Prioritized): Staff require continued professional development in integrated and designated English Language Development (ELD), including vocabulary development, student discourse, language acquisition strategies, and academic writing instruction.
Root Cause/Why: English Learners continue to require targeted language supports to strengthen academic language proficiency and access grade-level curriculum.

Needs Statement 5 (Prioritized): Ocean View Hills School requires expanded social-emotional learning (SEL), mental health, and counseling supports to address increasing student social-emotional and behavioral needs.
Root Cause/Why: Student wellness data, behavior reports, and educational partner feedback indicate an increased need for mental health services, emotional regulation supports, and school connectedness initiatives.

Needs Statement 6 (Prioritized): The school requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed practices schoolwide.
Root Cause/Why: Behavioral data and student climate indicators demonstrate the need for consistent schoolwide systems that promote positive behavior, reduce discipline concerns, and strengthen relationships among students and staff.

Needs Statement 7 (Prioritized): Ocean View Hills School requires additional attendance intervention supports, including outreach services, family engagement strategies, and attendance monitoring systems.
Root Cause/Why: Chronic absenteeism rates among several student groups continue to impact academic achievement, school connectedness, and student engagement.

Needs Statement 8: Teachers and staff require ongoing training and support in inclusive instructional practices and strategies to effectively support students with disabilities within general education settings.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted interventions to access grade-level standards and demonstrate academic progress.

Needs Statement 9: Ocean View Hills School requires updated instructional technology, supplemental instructional software, and digital learning resources to support differentiated instruction and student engagement.

Root Cause/Why: Students benefit from individualized and technology-based learning tools that provide intervention, enrichment, progress monitoring, and increased access to curriculum.

Needs Statement 10 (Prioritized): The school requires continued investment in family engagement programs, translation services, parent workshops, and communication systems to strengthen home-school partnerships.

Root Cause/Why: Educational partner feedback indicates families need increased access to information, workshops, and opportunities to support student learning and participate in school decision-making.

Needs Statement 11 (Prioritized): Ocean View Hills School requires additional supports and enrichment opportunities for students through expanded learning programs, intervention opportunities, and enrichment activities before, during, and after school.

Root Cause/Why: Students performing below grade level require additional instructional time and engaging enrichment opportunities to close learning gaps and improve academic confidence.

Needs Statement 12: Staff require professional development and coaching in culturally responsive teaching practices, student engagement strategies, and inclusive classroom environments.

Root Cause/Why: A diverse student population benefits from instructional practices that promote belonging, engagement, cultural responsiveness, and equitable access to learning.

Needs Statement 13: Ocean View Hills School requires continued safety supports, supervision systems, and campus wellness resources to maintain a safe and positive school climate.

Root Cause/Why: Student, staff, and parent feedback emphasizes the importance of maintaining safe, welcoming, and supportive learning environments that promote student well-being and engagement.

Needs Statement 14: The school requires ongoing support for Multi-Tiered System of Supports (MTSS), including intervention systems, SST processes, and progress monitoring structures.

Root Cause/Why: Students with academic, behavioral, attendance, and social-emotional needs require coordinated systems of support to ensure timely intervention and progress monitoring.

Needs Statement 15 (Prioritized): Ocean View Hills School requires ongoing professional development and support in the effective use of assessment systems, instructional software, and student data platforms.

Root Cause/Why: Teachers need consistent training and support to effectively use assessment data and instructional technology to guide instruction and monitor student growth.

Teaching and Learning

Teaching and Learning Summary

Ocean View Hills School is committed to providing high-quality, standards-based instruction that promotes academic achievement, critical thinking, language development, and equitable access to learning for all students. Instructional practices are aligned with the California Common Core State Standards (CCSS), English Language Development (ELD) Standards, and the district's instructional priorities to support student success across all grade levels.

The school will continue implementing a Multi-Tiered System of Support (MTSS) that includes differentiated instruction, targeted interventions, data-driven instructional planning, and expanded learning opportunities to address the diverse academic needs of students. Particular attention will be given to English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students performing below grade level.

Teachers will participate in ongoing professional development and collaborative planning focused on instructional best practices, small group instruction, integrated and designated ELD, inclusive instructional strategies, formative assessment practices, and the effective use of educational technology and instructional software. Professional Learning Communities (PLCs), Data Reflection Sessions (DRS), instructional coaching, and district-supported trainings will continue to guide instructional improvement efforts.

Ocean View Hills School will utilize benchmark assessments, i-Ready diagnostics, STAR Reading, classroom assessments, and other data sources to monitor student progress and adjust instruction to meet student needs. Supplemental instructional materials, intervention programs, instructional aides, and technology-based learning tools will support personalized learning and acceleration efforts.

Through rigorous instruction, targeted intervention, collaborative professional learning, and strong educational partnerships, Ocean View Hills School aims to ensure all students have access to equitable, engaging, and supportive learning experiences that prepare them for long-term academic success.

Teaching and Learning Strengths

Ocean View Hills School demonstrates a strong commitment to instructional excellence, continuous improvement, and equitable learning opportunities for all students. Staff members work collaboratively to implement standards-based instruction, analyze student data, and provide targeted supports that address the academic and social-emotional needs of students.

Key strengths include:

- A collaborative Professional Learning Community (PLC) structure that supports data analysis, instructional planning, and continuous improvement
- Strong implementation of differentiated instruction and targeted intervention supports for students performing below grade level
- Ongoing focus on English Language Development (ELD) and academic language instruction for multilingual learners
- Effective use of benchmark assessments, i-Ready diagnostics, and formative assessments to monitor student progress and guide instruction
- Integration of educational technology and instructional software to support personalized learning and student engagement
- Dedicated intervention teachers, instructional aides, and support staff who provide supplemental academic assistance and small group instruction
- Commitment to inclusive instructional practices and support for students with disabilities within general education settings
- Strong implementation of social-emotional learning (SEL), restorative practices, and positive school climate initiatives that support student readiness to learn

- High levels of collaboration between teachers, support staff, administrators, district departments, and educational partners to improve instructional outcomes
- Continued focus on culturally responsive teaching practices and equitable access to rigorous instruction for all student groups

These strengths contribute to a supportive and academically focused learning environment that promotes student achievement, engagement, and long-term success.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Ocean View Hills School requires continued academic intervention and supplemental instructional support in English Language Arts and Mathematics for students performing below grade level.

Root Cause/Why: Assessment data indicates persistent achievement gaps among English Learners, students with disabilities, and other unduplicated student groups requiring targeted intervention and acceleration support.

Needs Statement 2 (Prioritized):

Teachers require ongoing professional development and coaching in differentiated instruction, small group instruction, and data-driven instructional practices.

Root Cause/Why: Students demonstrate varied academic needs that require instructional strategies aligned to individualized learning gaps and progress monitoring.

Needs Statement 3 (Prioritized): Staff require additional training and support in integrated and designated English Language Development (ELD) instruction.

Root Cause/Why: English Learners continue to require targeted language development support to strengthen academic vocabulary, reading comprehension, writing, and oral language proficiency.

Needs Statement 4: Ocean View Hills School requires continued implementation of a Multi-Tiered System of Support (MTSS) to address academic and instructional needs.

Root Cause/Why: Students benefit from coordinated intervention systems, progress monitoring, and tiered instructional supports that address learning gaps early and consistently.

Needs Statement 5 (Prioritized): Teachers require structured collaboration and planning time to analyze assessment data, develop targeted interventions, and align instruction across grade levels.

Root Cause/Why: Collaborative instructional planning improves consistency, responsiveness, and alignment of instruction to student needs and grade-level standards.

Needs Statement 6: The school requires updated instructional technology, software programs, and digital learning tools to support differentiated instruction and student engagement.

Root Cause/Why: Students benefit from technology-based learning platforms that provide individualized instruction, intervention support, and ongoing progress monitoring.

Needs Statement 7: Ocean View Hills School requires supplemental instructional materials and intervention resources to support literacy, mathematics, and language development.

Root Cause/Why: Students performing below grade level require additional instructional resources and scaffolded supports to access grade-level curriculum and

close learning gaps.

Needs Statement 8 (Prioritized): Teachers and instructional staff require professional development in inclusive instructional practices and supports for students with disabilities.

Root Cause/Why: Students with disabilities require differentiated instruction, accommodations, and targeted supports to access rigorous grade-level content and demonstrate academic growth.

Needs Statement 9: Ocean View Hills School requires expanded learning opportunities, including before-school, after-school, and intersession academic support programs.

Root Cause/Why: Students needing intervention benefit from increased instructional time and enrichment opportunities to reinforce foundational skills and accelerate learning.

Needs Statement 10 (Prioritized): Teachers require ongoing support in culturally responsive teaching practices and student engagement strategies.

Root Cause/Why: A diverse student population benefits from instructional practices that promote belonging, engagement, and equitable access to rigorous learning opportunities.

Needs Statement 11: The school requires continued implementation of formative assessment systems and progress monitoring structures to guide instruction and intervention decisions.

Root Cause/Why: Consistent monitoring of student learning is necessary to identify instructional needs, adjust interventions, and improve academic outcomes.

Needs Statement 12: Ocean View Hills School requires continued support personnel, including instructional aides, intervention staff, and supplemental academic support providers.

Root Cause/Why: Students performing below grade level require increased access to small group instruction, intervention services, and individualized academic support.

Needs Statement 13 (Prioritized): Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Root Cause/Why: A comprehensive assessment and instructional platform is needed to provide educators with actionable data, support data-driven decision-making, strengthen MTSS implementation, and improve outcomes for all students, particularly those identified in the district's accountability and improvement efforts.

Parental Engagement

Parental Engagement Summary

Ocean View Hills School values families as essential partners in student learning and is committed to building strong, collaborative relationships that support student achievement, well-being, and school connectedness. The school will continue to promote meaningful family engagement opportunities that encourage active participation in decision-making processes, academic support, and school-wide activities.

The school will utilize multiple communication platforms—including Blackboard, ClassDojo, the school website, social media, newsletters, phone calls, and in-person meetings—to ensure families receive timely, accessible, and multilingual communication regarding student progress, school events, academic expectations, and available resources. Communication will continue to be provided in both English and Spanish, with interpretation and translation support available as needed.

Ocean View Hills School will continue strengthening partnerships through advisory committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and other parent leadership opportunities. Parents will be encouraged to participate in workshops, trainings, school events, and academic engagement activities designed to support student learning and social-emotional development.

Family engagement efforts will include parent education workshops focused on literacy, mathematics, social-emotional learning, attendance, digital citizenship, college and career awareness, and strategies to support learning at home. Partnerships with community organizations and educational agencies will continue to expand access to resources and services for families.

The school will maintain a welcoming and inclusive environment where families feel valued, informed, and connected to the educational process. Through strong home-school partnerships, Ocean View Hills School aims to increase student success, improve attendance, strengthen school connectedness, and support positive outcomes for all students.

Parental Engagement Strengths

Ocean View Hills School demonstrates a strong commitment to fostering positive relationships with families and creating meaningful opportunities for parent involvement and collaboration. Staff members prioritize open communication, accessibility, and inclusive engagement practices that support student success and strengthen partnerships between home and school.

Key strengths include:

- Strong family participation in school events, student recognition programs, and community activities
- Active School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent leadership participation
- Consistent school-to-home communication through Blackboard, ClassDojo, newsletters, social media, phone calls, and the school website
- Bilingual communication and translation support to ensure accessibility for multilingual families
- Strong partnerships with community organizations and educational agencies that provide workshops, resources, and support services for families
- A welcoming school climate that encourages family participation and collaboration in school initiatives and decision-making processes
- Parent workshops and trainings focused on academic support, social-emotional learning, attendance, and student well-being
- Increased use of technology platforms to strengthen communication and provide families with timely academic information

- Staff commitment to relationship-building, responsiveness, and family outreach efforts
- Opportunities for families to participate in both virtual and in-person engagement activities to reduce barriers to participation

These strengths contribute to a collaborative school community that supports student achievement, family engagement, and positive school connectedness.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1: Ocean View Hills School requires continued parent engagement opportunities that promote meaningful family participation in student learning and school decision-making processes.

Root Cause/Why: Families benefit from ongoing opportunities to build partnerships with the school and strengthen their understanding of how to support student success.

Needs Statement 2: The school requires continued multilingual communication systems and translation support to ensure all families have equitable access to school information and resources.

Root Cause/Why: A significant portion of families speak languages other than English and require accessible communication to remain informed and engaged.

Needs Statement 3: Parents require workshops and trainings focused on supporting academic achievement, literacy, mathematics, and social-emotional learning at home.

Root Cause/Why: Families benefit from strategies, tools, and resources that strengthen their ability to support student learning and well-being outside of school.

Needs Statement 4: Ocean View Hills School requires increased participation in advisory committees such as SSC, ELAC, and district-level parent leadership opportunities.

Root Cause/Why: Some families continue to face barriers to participation, including work schedules, transportation, childcare, and limited familiarity with school systems.

Needs Statement 5: The school requires continued use of digital communication platforms and technology-based engagement tools to improve family outreach and accessibility.

Root Cause/Why: Families rely on multiple communication methods to receive timely updates regarding student progress, attendance, and school events.

Needs Statement 6: Ocean View Hills School requires additional family engagement activities that strengthen school connectedness and build positive relationships between families and staff.

Root Cause/Why: Strong relationships between home and school improve student attendance, engagement, academic success, and overall school climate.

Needs Statement 7: Parents require continued support in understanding attendance expectations, intervention supports, and available student services.

Root Cause/Why: Families benefit from increased awareness of school systems, attendance procedures, and academic and social-emotional supports available to students.

Needs Statement 8: The school requires continued partnerships with community organizations and agencies to provide resources, workshops, and support services for families.

Root Cause/Why: Many families benefit from access to community-based resources that address academic, social-emotional, health, and basic needs support.

Needs Statement 9: Ocean View Hills School requires ongoing family outreach efforts to improve engagement among historically underrepresented families and unduplicated student groups.

Root Cause/Why: Some families experience barriers related to language, transportation, technology access, or prior school experiences that impact participation.

Needs Statement 10: Parents require training and support related to digital citizenship, educational technology platforms, and online learning resources.

Root Cause/Why: Families need support navigating digital tools used for communication, academic monitoring, and student learning.

Needs Statement 11: The school requires opportunities for family engagement that include both virtual and in-person formats to increase accessibility and participation.

Root Cause/Why: Flexible engagement opportunities help reduce participation barriers and allow more families to access school programs and meetings.

Needs Statement 12: Ocean View Hills School requires continued systems for recognizing and celebrating family involvement and student success.

Root Cause/Why: Positive recognition strengthens school connectedness, family participation, and overall community engagement.

School Culture and Climate

School Culture and Climate Summary

Ocean View Hills School is committed to fostering a safe, inclusive, welcoming, and culturally responsive learning environment where all students feel respected, connected, and supported academically, socially, and emotionally. The school promotes a positive school culture grounded in relationship-building, restorative practices, student voice, and equitable access to social-emotional and behavioral supports.

The school will continue implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed strategies to strengthen student engagement, reduce behavioral incidents, and promote a positive school climate across all grade levels. Staff will work collaboratively to create consistent expectations, routines, and systems that support student success and emotional well-being.

Ocean View Hills School will prioritize student safety and connectedness through proactive supervision, counseling supports, attendance interventions, and social-emotional learning opportunities. Students will have access to mental health services, safe spaces for emotional regulation, and structured interventions designed to support students experiencing academic, behavioral, or social-emotional challenges.

The school will continue to strengthen partnerships among students, families, staff, and community agencies to support student wellness, improve attendance, and increase school engagement. Opportunities for student leadership, recognition, extracurricular participation, and positive peer interactions will continue to be expanded to promote belonging and school connectedness.

Professional development for staff will focus on PBIS, restorative practices, trauma-informed care, social-emotional learning (SEL), culturally responsive teaching, de-escalation strategies, and inclusive practices to ensure all students are supported in a positive and equitable learning environment.

Through ongoing collaboration, data analysis, and relationship-centered practices, Ocean View Hills School aims to maintain a school climate that promotes safety, inclusion, student well-being, and academic success for all students.

School Culture and Climate Strengths

Ocean View Hills School demonstrates a strong commitment to creating a positive, supportive, and inclusive school climate that promotes student safety, engagement, and well-being. Staff members prioritize relationship-building, social-emotional learning, and restorative approaches to support the whole child and foster a strong sense of belonging across the school community.

Key strengths include:

- Consistent implementation of Positive Behavioral Interventions and Supports (PBIS) across the school
- Strong focus on restorative practices and relationship-centered approaches to student discipline and conflict resolution
- Supportive and collaborative staff culture focused on student success and well-being
- Access to counseling, mental health, and social-emotional support services for students
- Safe and welcoming school environment that promotes inclusion and student connectedness
- Proactive supervision and campus safety systems to support positive student behavior and reduce behavioral incidents
- Schoolwide implementation of social-emotional learning (SEL) strategies and student wellness supports

- Strong partnerships with families and community agencies that provide resources and services for students and families
- Attendance intervention systems and outreach supports that address chronic absenteeism and student engagement
- Student recognition programs that celebrate academic achievement, attendance, citizenship, leadership, and positive behavior
- Opportunities for student leadership, voice, and participation in school activities and decision-making
- Staff commitment to culturally responsive practices and equitable support for multilingual learners, students with disabilities, foster youth, and other unduplicated student groups

These strengths contribute to a positive school climate that supports student engagement, emotional well-being, academic achievement, and strong relationships throughout the school community.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: Ocean View Hills School requires continued implementation and refinement of Positive Behavioral Interventions and Supports (PBIS) to strengthen schoolwide behavior expectations and positive student engagement.

Root Cause/Why: Students benefit from consistent behavior systems, routines, and reinforcement practices that promote a safe and supportive learning environment.

Needs Statement 2: The school requires ongoing restorative practices training and implementation support for staff and students.

Root Cause/Why: Restorative approaches help strengthen relationships, resolve conflicts, reduce behavioral incidents, and improve school connectedness.

Needs Statement 3: Students require continued access to social-emotional learning (SEL) instruction and wellness supports across all grade levels.

Root Cause/Why: Many students need explicit instruction and support in self-regulation, emotional awareness, relationship skills, and conflict resolution.

Needs Statement 4: Ocean View Hills School requires expanded mental health and counseling supports for students experiencing social-emotional, behavioral, or trauma-related challenges.

Root Cause/Why: An increasing number of students require mental health interventions and emotional support services to fully engage in learning.

Needs Statement 5: The school requires continued attendance intervention systems and outreach supports to address chronic absenteeism and improve student engagement.

Root Cause/Why: Attendance challenges continue to impact academic achievement, school connectedness, and student success for some student groups.

Needs Statement 6: Students require safe, structured environments and supervision during instructional and non-instructional times to support positive behavior and student well-being.

Root Cause/Why: Consistent supervision and proactive support reduce behavioral concerns and increase student safety and engagement.

Needs Statement 7: Ocean View Hills School requires continued professional development in trauma-informed practices, de-escalation strategies, and culturally responsive approaches.

Root Cause/Why: Staff need ongoing training to effectively support the diverse academic, behavioral, and emotional needs of students.

Needs Statement 8: The school requires expanded opportunities for student voice, leadership, and participation in school activities and decision-making processes.

Root Cause/Why: Students are more engaged and connected to school when they feel valued, heard, and involved in the school community.

Needs Statement 9: Ocean View Hills School requires additional interventions and supports for students demonstrating behavioral, attendance, or social-emotional concerns.

Root Cause/Why: Some students require targeted Tier 2 and Tier 3 supports to improve engagement, behavior, and academic success.

Needs Statement 10: The school requires continued systems for recognizing and celebrating positive student behavior, attendance, leadership, and academic growth.

Root Cause/Why: Positive recognition systems increase motivation, strengthen school connectedness, and reinforce positive behaviors.

Needs Statement 11: Ocean View Hills School requires continued collaboration with families and community agencies to support student wellness and school engagement.

Root Cause/Why: Students benefit from coordinated support systems that address academic, social-emotional, behavioral, and basic needs.

Needs Statement 12: Students require inclusive school environments and structured supports that meet the needs of multilingual learners, students with disabilities, foster youth, and other unduplicated student groups.

Root Cause/Why: Targeted supports are necessary to ensure equitable access, belonging, and positive school experiences for all students.

Needs Statement 13: The school requires continued campus safety systems, emergency preparedness, and crisis response protocols to maintain a secure learning environment.

Root Cause/Why: A safe and organized campus environment is essential for student well-being and effective learning.

Needs Statement 14: Ocean View Hills School requires expanded extracurricular, enrichment, and student engagement opportunities to strengthen school connectedness and belonging.

Root Cause/Why: Students benefit from opportunities that promote positive peer relationships, leadership development, and engagement in school activities.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

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

Identified Need

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

Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator (ELPI) Data: Students making adequate progress toward English language proficiency or maintaining the highest level on the ELPAC.	2025 English Learner Progress Indicator: 50.3% of English Learners made progress toward English language proficiency. Ocean View Hills declined by 5.9 percentage points on the California Dashboard.	By June 2027, based on the 2026 California Dashboard, the English Learner Progress Indicator (ELPI) will increase by 5-7 percentage points, with increased progress toward English proficiency and redesignation rates.
CAASPP/SBAC ELA	2025 California Dashboard ELA Indicator increased by 13.7 points and is currently 13.7 points below standard (Green performance level).	By June 2027, based on the 2026 California Dashboard, ELA performance will increase by 3-5 points overall, including measurable growth among English Learners and students with disabilities.
CAASPP/SBAC Mathematics	2025 California Dashboard Mathematics Indicator increased by 10.8 points and is currently 0.6 points below standard (Green performance level).	By June 2027, based on the 2026 California Dashboard, Mathematics performance will increase by 3-5 points overall, including measurable growth among English Learners and students with disabilities.

District Unit Assessment Data for the 2025-26 school year.	ELA Common Assessments 2025-26: Students scoring at Meets or Exceeds Standard Grades K-2 ALL: 66% EL: 51% SWD: 46% Grades 3-6 ALL: 68% EL: 47% SWD: 54% Math Common Assessments 2025-26: Students scoring at Meets or Exceeds Standard Grades K-2 ALL: 77% EL: 85% SWD: 77% Grades 3-6 ALL: 65% EL: 54% SWD: 47%	By June 2027, students meeting or exceeding standards on district benchmark and unit assessments in English Language Arts and Mathematics will increase by 3-5% schoolwide, with targeted subgroup growth for English Learners and students with disabilities.
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Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Support for Standards-Based Curriculum, Planning, and Instruction Ocean View Hills School will strengthen standards-based instruction through collaborative planning, data analysis, and targeted instructional supports aligned to California Common Core State Standards (CCSS). Teachers will participate in Professional Learning Communities (PLCs), Data Reflection Sessions (DRS), and Instructional Leadership Team (ILT) collaboration to analyze student performance data, identify learning gaps, and adjust instruction to meet the needs of all learners, especially English Learners and Students with Disabilities. Teachers will utilize district benchmark assessments, common formative assessments, and instructional planning tools to guide differentiated instruction, intervention, and enrichment. Grade-level teams will collaborate regularly to establish common instructional agreements, analyze student work, identify effective instructional practices, and implement targeted supports for students performing below grade level. Site leadership will support instructional coherence through classroom walkthroughs, coaching cycles, collaborative planning opportunities, professional development, and implementation of evidence-based instructional practices in ELA and Mathematics.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

1.1.2	Instructional Aides and Academic Intervention Support Ocean View Hills School will provide instructional aide and intervention support services to accelerate learning for students performing below grade level in English Language Arts and Mathematics, with a focus on English Learners, Students with Disabilities, foster youth, and socioeconomically disadvantaged students. Instructional aides and intervention staff will support teachers during whole group, small group, and targeted intervention instruction by reinforcing grade-level standards, academic vocabulary, foundational reading skills, mathematics concepts, and language development strategies. Support staff will assist with implementation of differentiated instruction, intervention programs, progress monitoring, and student engagement activities aligned to MTSS and classroom instructional goals. Instructional aides may also support students through supplemental instructional programs and technology-based intervention platforms such as i-Ready, Imagine Learning, ST Math, Lexia, and other district-approved instructional supports. Staff will collaborate with classroom teachers, intervention teachers, and support personnel to ensure instructional consistency and responsiveness to student academic needs. Instructional aide support will be strategically allocated based on student achievement data, intervention needs, and identified subgroup performance gaps.	Foster Youth, Homeless, Low Income, Students with Disabilities, English Learners, All Students	\$95,884.10	Title I Regular
1.1.3	Continuity of Learning and Data-Driven Instruction Ocean View Hills School will ensure continuity of learning through the implementation of a comprehensive, standards-based instructional program aligned to California Common Core State Standards (CCSS), district instructional expectations, and the academic needs of all students. Instruction will be guided by ongoing formative and summative assessment practices, data reflection protocols, and collaborative planning structures to ensure timely identification of student needs and responsive instructional supports. Teachers and grade-level teams will participate in Professional Learning Communities (PLCs), Data Reflection Sessions (DRS), and MTSS collaboration to analyze assessment data, monitor student progress, and implement targeted intervention and enrichment supports. The school will continue to utilize district benchmark assessments, STAR assessments, unit assessments, instructional technology, and supplemental academic supports to strengthen instructional decision-making and improve student achievement outcomes in English Language Arts and Mathematics. Instructional continuity will include access to differentiated instruction, intervention services, digital learning platforms, and aligned instructional resources to support equitable access to learning across all instructional settings.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

1.1.4	Access to Connectivity and Educational Technology Ocean View Hills School will ensure equitable access to technology, digital learning tools, and connectivity resources to support student achievement, instructional continuity, and 21st-century learning skills. The school will maintain a 1:1 student device program and collaborate with district technology services to ensure students and families have reliable access to instructional platforms and digital resources. The school will continue to provide students and staff with access to instructional technology programs, online intervention supports, digital curriculum resources, and learning management systems aligned to district instructional goals. Staff will support students and families through technology troubleshooting, digital literacy support, and multilingual communication regarding technology access and online learning platforms. Technology integration will support differentiated instruction, intervention programs, formative assessment practices, student collaboration, and engagement in standards-based instruction across all grade levels.	Students with Disabilities, Homeless, Foster Youth, English Learners, Low Income, All Students	
1.1.5	Expanded Learning Opportunity and Academic Intervention Ocean View Hills School will provide expanded learning opportunities and targeted academic intervention supports before school, after school, during intersession, and through extended learning programs to accelerate student achievement in English Language Arts and Mathematics. Expanded learning opportunities will prioritize students performing below grade level, including English Learners, Students with Disabilities, foster youth, and socioeconomically disadvantaged students. Instruction will include targeted small group intervention, enrichment opportunities, foundational literacy and mathematics support, and standards-aligned academic instruction using research-based instructional practices. Teachers, intervention staff, and expanded learning personnel will collaborate regularly to monitor student progress, align instruction to classroom learning goals, and provide differentiated support based on assessment data and identified student needs.	Foster Youth, Homeless, English Learners, Low Income, Students with Disabilities, All Students	

1.1.6	Professional Development and Instructional Capacity Building Ocean View Hills School teachers and staff will participate in ongoing, research-based professional development focused on strengthening instructional practices, supporting student achievement, improving outcomes for English Learners and Students with Disabilities, and implementing district instructional initiatives. Professional development opportunities will include training in English Language Development (ELD), Universal Design for Learning (UDL), differentiated instruction, instructional technology integration, data analysis, MTSS implementation, social-emotional learning (SEL), and evidence-based literacy and mathematics practices. Staff will participate in district and site-based workshops, coaching cycles, collaborative planning sessions, and classroom support opportunities designed to improve instructional effectiveness and student engagement. Professional learning will also support implementation of district-adopted curriculum, intervention programs, assessment systems, and instructional technology platforms to ensure consistent and effective instructional delivery across classrooms and grade levels.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		Title I Regular Account Code: 5000-5999 Services and Other Operating Expenditures
1.1.7	Instructional Software to Support Differentiated Learning Ocean View Hills School will continue using instructional software programs to provide students with differentiated, data-driven practice in reading, mathematics, vocabulary development, and foundational skills. These programs will support standards-based instruction and provide opportunities for both in-class and independent learning. The following programs may be utilized to support instructional goals and intervention efforts: - i-Ready Diagnostic and Personalized Instruction - Renaissance STAR Reading and STAR Math - myON digital reading platform - Accelerated Reader - Imagine Learning and/or Lexia - ST Math and other supplemental intervention platforms Teachers will use data generated from these platforms to: - Identify individual student needs - Group students for targeted small group instruction and intervention - Monitor student growth over time - Provide differentiated assignments aligned to instructional goals - Increase student engagement and independent learning opportunities These platforms will also support English Learners. Students with Disabilities, homeless youth, foster youth, and other identified student groups through personalized learning pathways and targeted intervention supports.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, At-risk students	\$4,000	Title I Regular Account Code: 5000-5999 Services and Other Operating Expenditures

1.1.8	Release Time for SST/IEP Meetings and MTSS Collaboration Ocean View Hills School will implement a structured and consistent Student Study Team (SST), MTSS, and IEP collaboration process to identify and support students with academic, behavioral, attendance, and social-emotional needs. Release time and substitute coverage will be provided for teachers and staff to participate in collaborative problem-solving meetings focused on improving student outcomes. Key components include: - Scheduled SST, MTSS, and IEP meetings with multidisciplinary teams - Release time for teachers to gather assessment data, intervention documentation, and student work samples - Teacher participation in intervention planning and data reflection meetings - Collaboration between general education teachers, special education staff, counselors, psychologists, and families - Ongoing progress monitoring and follow-up meetings to adjust interventions based on student response - Development of individualized support plans for targeted students	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, At-risk students	\$2,500	Title I Regular
1.1.9	Supplemental Instructional Resources and Materials Ocean View Hills School will purchase supplemental instructional materials aligned to the California Common Core State Standards (CCSS) to support differentiated instruction and meet the diverse academic and social-emotional needs of students. Resources will be selected based on student data, teacher input, intervention needs, and alignment with instructional goals in ELA, Mathematics, Science, SEL, and other content areas. Examples of supplemental resources may include: - Ready Common Core instructional materials - Decodable readers and intervention kits - Teachers Pay Teachers (TpT) instructional resources - Science/STEM materials and hands-on learning tools - Classroom libraries and culturally responsive literature - Bilingual instructional resources and SEL curriculum materials - Manipulatives and academic vocabulary supports These materials will support core instruction, small groups, intervention, enrichment, and student engagement across grade levels.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, At-risk students	\$5,000	Title I Regular

1.1.10	Acceleration of Student Learning - Intervention Teacher Ocean View Hills School will provide targeted intervention support through an Intervention Teacher who will deliver small group instruction in reading literacy and mathematics foundational skills. Intervention services will support students performing below grade level based on diagnostic, benchmark, and classroom assessment data. The Intervention Teacher will: - Collaborate with classroom teachers to identify students needing intervention - Deliver push-in and pull-out intervention support - Use diagnostic and formative assessment data to plan differentiated instruction - Monitor student progress and adjust intervention groups based on growth - Support Tier 2 and Tier 3 interventions within the MTSS framework - Provide targeted support for English Learners, Students with Disabilities, homeless students, foster youth, and at-risk students This role is critical in accelerating student achievement and ensuring equitable access to grade-level content.	Homeless, Students with Disabilities, Low Income, Foster Youth, All Students, English Learners, At-risk Students	
1.1.11	District Resource Teachers and Student Support Services Ocean View Hills School, in collaboration with the District Office, will receive instructional coaching, professional development, and student support services to strengthen academic achievement; intervention systems, instructional practices, and family support structures. District Resource Teachers and support personnel may provide: - Professional development focused on instructional strategies, technology integration, intervention, and English Learner supports - Coaching and modeling lessons for classroom teachers - Support with district-adopted curriculum implementation and assessment alignment - Assistance with PLC facilitation, data reflection sessions, and learning walks - Coordination of supports for homeless youth, foster youth, newcomer students, and at-risk students - Connections to community resources and wraparound services for families This collaborative approach strengthens both instructional systems and student/family support services across the school community.	Foster Youth, Homeless, English Learners, Low Income, Students with Disabilities, All Students, At-risk Students	

1.1.12	Students with Disabilities (SWD) Academic and Attendance Support Ocean View Hills School is committed to improving the academic performance, attendance, inclusion, and school engagement of Students with Disabilities (SWD) through targeted intervention, progress monitoring, family engagement, and collaborative instructional support. To support this goal, the school will: Provide targeted small group instruction aligned to IEP goals Monitor student progress through frequent formative assessments and intervention data Conduct Data Reflection Sessions (DRS), SSTs, and IEP meetings focused on individualized student needs Collaborate with special education staff, general education teachers, and specialists to support access to grade-level curriculum Implement inclusive instructional practices and Universal Design for Learning (UDL) strategies Provide attendance intervention and family support services as needed Support positive behavior systems and social-emotional learning opportunities	Homeless, Low Income, Foster Youth, All Students, Disabilities, English Learners, At-risk Students	
1.1.13	Diagnostic and Personalized Learning Platforms Ocean View Hills School will utilize diagnostic and personalized learning platforms to increase student achievement in ELA and Mathematics through targeted instruction, progress monitoring, and individualized learning pathways. Programs may include: Renaissance STAR Reading and Math Imagine Learning Lexia Other district-approved digital intervention systems Teachers and intervention staff will use student data from these platforms to: Identify learning gaps and instructional priorities Monitor student growth from Beginning-of-Year to End-of-Year Provide differentiated instruction and intervention Support English Learners, Students with Disabilities, and other targeted student groups Guide PLC discussions and instructional planning	Foster Youth, Homeless, Students with Disabilities, Low Income, English Learners, All Students, At-risk Students	
1.1.14	1.1.14 District i-Ready Program		District Funded

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Ocean View Hills School effectively implemented the identified strategies and activities to support student achievement in English Language Arts and Mathematics, particularly for English Learners, students with disabilities, and students performing below grade level. Teachers participated in regular Professional Learning Communities (PLCs), data reflection sessions, and benchmark analysis meetings to monitor student progress and adjust instruction based on identified needs. Instructional aides, intervention teachers, and supplemental instructional programs such as i-Ready, Accelerated Reader, STAR Math, and Imagine Learning provided targeted academic support and differentiated instruction for students requiring additional intervention. Professional development focused on English Language Development (ELD), differentiated instruction, technology integration, and social-emotional learning supported teachers in strengthening instructional practices and increasing student engagement. SST and IEP collaboration meetings helped ensure students received appropriate academic, behavioral, and socioemotional supports. Expanded learning opportunities, including before- and after-school interventions, provided additional instructional time to accelerate learning recovery and close achievement gaps. The school also maintained access to technology and digital learning resources through 1:1 Chromebook access, instructional software, and multilingual support for families. These combined efforts contributed to increased student participation, improved instructional alignment, stronger progress-monitoring systems, and greater access to academic interventions and supports.

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

While the majority of planned strategies and activities were implemented successfully, staffing shortages, substitute coverage limitations, and increased student academic and behavioral needs impacted the consistency of some interventions and support services. Scheduling challenges occasionally limited release time for teacher collaboration, SST meetings, and targeted intervention planning. Additionally, some supplemental programs and intervention supports required adjustments due to changes in staffing allocations and student enrollment needs throughout the year. Student attendance, chronic absenteeism, and varying levels of family engagement also affected the effectiveness of some intervention efforts, particularly for students identified as high-needs or at-risk. Although instructional software and intervention programs were utilized consistently, student participation and implementation fidelity varied across grade levels. Continued support is needed to strengthen intervention monitoring systems, increase consistent attendance, and provide additional resources to address learning gaps and social-emotional needs.

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.

Based on the analysis of student data, implementation outcomes, and educational partner feedback, Ocean View Hills School will continue to refine and strengthen academic intervention systems, professional development opportunities, and MTSS supports during the 2026-2027 school year. Modifications include expanding targeted small-group instruction, increasing progress monitoring cycles, strengthening attendance intervention systems, and enhancing support for English Learners and students with disabilities through integrated ELD and differentiated instructional practices. Additional emphasis will be placed on data-driven instruction, restorative practices, student engagement, and social-emotional learning supports. The school will also continue strengthening family communication and educational partner involvement to support student achievement and attendance outcomes. Updated

strategies, expenditures, and implementation actions can be found throughout Goal 1 strategies and activities in the 2026-2027 SPSA, including intervention supports, professional development, instructional technology, MTSS/SST processes, and expanded learning opportunities.

Goal 2.1

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Fall 2026 Chronic Absenteeism	Chronic Absenteeism for Ocean View Hills for 2025 indicate the following: 17.6 % were chronically absent - Red Increased 4.4%	By June 2027, based on the 2026 California Dashboard, chronic absenteeism rates will decline by 3-5 percentage points, moving toward Orange performance level through implementation of attendance interventions, MTSS supports, family outreach, and school connectedness initiatives.
California Dashboard Fall 2026 Suspension Rates	Baseline/Actual Outcome 2025 California Dashboard data indicate that 0.3% of students were suspended at least one day. Suspension rates declined by 0.3 points (Blue performance level).	By June 2027, suspension rates will remain in the Blue performance level and continue decreasing through PBIS, Restorative Practices, SEL implementation, counseling supports, and proactive intervention systems.
mySAEBRS 25-26	2025-26 mySAEBRS data indicate: Tier 1 Low Risk - 79% Tier 2 Some Risk - 19% Tier 3 High Risk - 2%	By June 2027: Tier 1 Low Risk will increase to 81% Tier 2 Some Risk will decrease to 18% Tier 3 High Risk will decrease to 1% through implementation of SEL instruction, counseling supports, wellness interventions, and positive school climate systems.

School Facilities Inspection Report	2025-26 Fit Report "Good"	By June 2027, Ocean View Hills School will maintain or improve its FIT rating through continued monitoring of school safety, campus supervision systems, and student wellness environments.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Maximize Use of Personnel to Ensure Student Safety and Access to an Equitable Environment Ocean View Hills School will continue to maximize the use of personnel and schoolwide systems to create a safe, inclusive, trauma-informed, and equitable learning environment that promotes student well-being, engagement, attendance, and school connectedness. The school will prioritize proactive supervision, relationship-building, Positive Behavior Interventions and Supports (PBIS), and restorative practices to support all students, particularly English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other unduplicated student groups. Key components of this strategy include: - Continued use of campus supervision personnel and support staff to maintain a safe, welcoming, and inclusive school environment during instructional and non-instructional times - Ongoing implementation of PBIS and restorative practices to strengthen positive student behavior, relationship-building, and school connectedness - Professional development for staff in trauma-informed practices, student engagement strategies, de-escalation techniques, and culturally responsive supports - Schoolwide implementation of safety protocols, behavior expectations, and restorative routines to reduce behavioral incidents and increase consistency across campus - Active supervision and student support during recess, lunch, arrival, dismissal, and other high-needs times - Collaboration among administration, counselors, support staff, teachers, and families to address barriers to student engagement, attendance, and emotional well-being - Focused support for unduplicated student groups who may experience disproportionality in discipline, chronic absenteeism, or school disengagement - This strategy ensures that students have access to a physically and emotionally safe learning environment supported by trained adults and equitable systems of support.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities, Homeless, At-risk Students	\$6,000	Title I Regular

2.1.2	Implementation of PBIS and Restorative Justice Practices Ocean View Hills School will continue implementing Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice Practices to promote a positive, inclusive, and equitable school climate that supports student engagement, social-emotional wellness, relationship-building, and behavioral growth for all students. The school will utilize PBIS systems and restorative approaches to establish consistent behavioral expectations, reinforce positive behaviors, reduce disproportionality in discipline, and strengthen student connectedness and accountability. Staff will work collaboratively to create supportive classroom and campus environments that prioritize prevention, intervention, reflection, and restoration rather than punitive discipline practices. Key components of this strategy include: Schoolwide implementation of PBIS expectations, behavior matrices, recognition systems, and positive reinforcement structures Use of restorative conversations, restorative circles, conflict resolution practices, and reflection processes to address behavioral incidents and repair relationships Tier 1, Tier 2, and Tier 3 behavioral interventions and supports aligned to MTSS frameworks Social-emotional learning (SEL) integration and explicit instruction in self-regulation, empathy, problem-solving, and relationship skills Staff professional development focused on restorative practices, culturally responsive behavior supports, trauma-informed practices, and de-escalation strategies Ongoing analysis of discipline, attendance, and school climate data to identify trends and guide intervention supports for targeted student groups Student leadership opportunities and schoolwide recognition systems that promote positive behavior, belonging, and engagement This strategy supports equitable access to learning by creating consistent, relationship-centered systems that help students feel safe, valued, connected, and supported within the school community.	Homeless, Students with Disabilities, Foster Youth, Low Income, English Learners, All Students, At-risk Students	\$5,000	Title I Regular
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2.1.3	Extended Day and Extended Year Enrichment and Intervention Programs Ocean View Hills School will provide extended learning opportunities and expanded intervention programs before school, after school, during intersession, and through extended year supports to increase student achievement, engagement, attendance, and school connectedness for all students, with focused support for English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups. Expanded learning opportunities will provide students with access to targeted academic intervention, enrichment activities, social-emotional supports, and structured learning experiences beyond the regular instructional day. Programs will be aligned to California Common Core State Standards (CCSS), MTSS intervention goals, and identified student academic and behavioral needs based on benchmark assessments, classroom performance, attendance data, and progress monitoring. Key components of this strategy include: - Targeted intervention and acceleration support in English Language Arts and Mathematics for students performing below grade level - Small group instruction and differentiated learning opportunities aligned to classroom instruction and intervention goals - Enrichment activities that promote student engagement, leadership, creativity, collaboration, STEM learning, physical activity, and social-emotional growth - Integration of SEL, PBIS, and restorative practices into expanded learning environments - Additional support for attendance improvement, school connectedness, and positive student relationships through structured after-school and enrichment opportunities - Collaboration among classroom teachers, intervention staff, expanded learning providers, and families to monitor student progress and engagement - Opportunities for multilingual learners and Students with Disabilities to receive additional academic language development and scaffolded instructional support This strategy supports equitable access to intervention, enrichment, and wellness opportunities that strengthen academic achievement, attendance, engagement, and social-emotional development.	Homeless, Students with Disabilities, Low Income, Foster Youth, All Students, English Learners, At-risk Students	
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2.1.4	Professional Development to Improve and Support Student Attendance Ocean View Hills School will provide ongoing professional development and collaborative support for staff focused on improving student attendance, reducing chronic absenteeism, strengthening family engagement, and promoting positive school connectedness for all students, with targeted attention to English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups. Professional learning opportunities will support staff capacity in implementing trauma-informed practices, culturally responsive engagement strategies, attendance intervention systems, restorative approaches, and MTSS processes designed to address barriers impacting student attendance and participation. Key components of this strategy include: - Professional development focused on chronic absenteeism prevention, attendance intervention protocols, and family engagement strategies - Training in trauma-informed practices, relationship-building, restorative approaches, and culturally responsive supports - Collaboration among administration, counselors, attendance teams, outreach staff, teachers, and support personnel to analyze attendance trends and implement intervention supports - Use of attendance data cycles, MTSS structures, and A-SST processes to identify students requiring targeted attendance interventions - Development of proactive outreach systems, positive attendance incentives, and family communication strategies to improve attendance and school connectedness - Ongoing support for staff in recognizing and addressing barriers impacting attendance, including transportation, wellness concerns, housing instability, social-emotional needs, and disengagement from school - Strengthening schoolwide systems that promote belonging, positive relationships, and student engagement to improve overall attendance outcomes - This strategy supports the development of consistent schoolwide practices and intervention systems that improve attendance, increase student engagement, and strengthen equitable access to learning opportunities.	English Learners, Homeless, Students with Disabilities, Low Income, Foster Youth, All Students, At-risk Students	\$5,000	Title I Regular Account Code: 5000–5999 Services and Other Operating Expenditures
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2.1.5	Monitor and Support Student Attendance Ocean View Hills School will implement comprehensive attendance monitoring and intervention systems to improve student attendance, reduce chronic absenteeism, strengthen school connectedness, and increase equitable access to learning opportunities for all students, with focused support for English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups. The school will utilize a Multi-Tiered System of Support (MTSS) approach to identify students experiencing attendance concerns and provide proactive interventions, outreach, and coordinated support services designed to address barriers impacting regular school attendance. Key components of this strategy include: Ongoing monitoring and analysis of attendance and chronic absenteeism data through attendance data cycles and MTSS processes Implementation of Attendance Student Study Teams (A-SSTs) and intervention meetings to identify attendance concerns and develop individualized support plans Family outreach and communication through phone calls, meetings, home visits, attendance letters, and restorative conversations Collaboration among administrators, counselors, outreach staff, teachers, support personnel, and families to improve student attendance and engagement Attendance incentives, recognition programs, and school connectedness activities designed to encourage positive attendance habits Coordination of supports and referrals for students experiencing barriers related to housing instability, transportation, wellness concerns, social-emotional needs, or family challenges Ongoing use of restorative and trauma-informed approaches to strengthen relationships and improve student engagement in school This strategy supports equitable access to learning by ensuring students receive timely attendance interventions and supportive systems that promote consistent school participation and connectedness.	Homeless, Students with Disabilities, Low Income, Foster Youth, All Students, English Learners, At-risk Students	\$2,520	Title I Regular
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2.1.6	Safe Outdoor Zone for Student Wellness and Engagement Ocean View Hills School will maintain and strengthen safe outdoor wellness and engagement spaces that support student social-emotional well-being, positive peer interactions, emotional regulation, and school connectedness. The school will provide structured, supervised environments during non-instructional times that promote inclusion, positive behavior, student safety, and proactive behavioral supports for all students, with focused attention to English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups. The safe outdoor wellness zone will function as a Tier 1 and Tier 2 support within the school's MTSS framework and will provide students with opportunities for self-regulation, restorative support, sensory breaks, structured activities, and positive social interaction during recess, lunch, arrival, dismissal, and other high-needs times throughout the school day. Key components of this strategy include: - Supervised wellness and regulation spaces designed to support emotional regulation, student safety, and positive peer interaction - Structured activities and student engagement opportunities that promote inclusion, belonging, and positive behavior - Integration of PBIS expectations, restorative practices, SEL strategies, and trauma-informed supports into wellness and engagement spaces - Access to calming tools, sensory supports, movement activities, and restorative reflection opportunities for students requiring additional behavioral or emotional support - Proactive supervision and relationship-building by support staff and trained personnel during non-instructional times - Collaboration among counselors, support staff, administrators, teachers, and PBIS teams to identify students needing additional support or intervention - Student leadership and peer engagement opportunities that strengthen school connectedness and positive campus culture This strategy supports the development of safe and inclusive school environments that improve student engagement, reduce behavioral incidents, and strengthen emotional well-being and connectedness to school.	Low Income, Homeless, Students with Disabilities, English Learners, Foster Youth, All Students, At-risk Students	\$9,000	Title I Regular
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2.1.7	Mental Health Supports Through 1:1 and Group Counseling Services Ocean View Hills School will provide comprehensive mental health, counseling, and wellness supports to promote students' social-emotional well-being, school connectedness, self-regulation, attendance, and academic success. Counseling services and wellness interventions will support all students, with focused attention to English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups experiencing social-emotional, behavioral, attendance, or trauma-related challenges. The school will utilize a Multi-Tiered System of Support (MTSS) approach to provide prevention, early intervention, and targeted mental health supports through individual counseling, group counseling, restorative interventions, wellness activities, and referrals to community-based services. Key components of this strategy include: Individual counseling and small group counseling services focused on emotional regulation, coping strategies, conflict resolution, grief/loss, self-esteem, anxiety, attendance concerns, and peer relationships Tier 1, Tier 2, and Tier 3 wellness and behavioral supports aligned to MTSS intervention systems Implementation of trauma-informed practices and restorative approaches that support student well-being and positive school relationships Collaboration among counselors, administrators, teachers, support staff, families, and community agencies to coordinate student interventions and support services Student referrals and access to mental health resources, wellness supports, and outside counseling services as needed Wellness activities and proactive SEL supports designed to strengthen student engagement, belonging, resilience, and school connectedness Monitoring of student attendance, behavior, and wellness indicators to identify students requiring additional intervention or support This strategy promotes equitable access to social-emotional and mental health supports that strengthen students' ability to engage positively in school, maintain regular attendance, and achieve academic success.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, At-risk Students	\$5,319.90	Title I Regular Account Code: 5000–5999 Services and Other Operating Expenditures
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2.1.8	Implementation of Social Emotional Learning (SEL) Curriculum Ocean View Hills School will continue implementing Social Emotional Learning (SEL) curriculum and schoolwide wellness practices to support students' emotional well-being, self-regulation, relationship-building, responsible decision-making, and positive school engagement. SEL instruction and supports will be integrated throughout the school day to strengthen a safe, inclusive, and culturally responsive learning environment for all students, with focused support for English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups. The school will utilize a Multi-Tiered System of Support (MTSS) approach to provide proactive SEL instruction, behavioral supports, restorative practices, and student wellness interventions aligned to California's Transformative Social and Emotional Learning competencies and district PBIS initiatives. Key components of this strategy include: - Schoolwide implementation of SEL curriculum and classroom community-building activities that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making - Integration of SEL instruction into daily classroom routines, PBIS systems, restorative practices, and student wellness activities - Explicit instruction in emotional regulation, coping strategies, empathy, conflict resolution, communication skills, and problem-solving - Professional development and coaching for staff in SEL implementation, trauma-informed practices, culturally responsive instruction, and student engagement strategies - Use of classroom circles, reflection activities, wellness check-ins, and relationship-building routines to strengthen school connectedness and positive classroom culture - Collaboration among teachers, counselors, support staff, and families to identify and support students requiring additional SEL or behavioral interventions - Monitoring of SEL implementation and student wellness indicators to guide intervention and support systems This strategy supports the development of positive school climate systems that strengthen student engagement, attendance, emotional wellness, and readiness to learn.	Students with Disabilities, Homeless, Low Income, Foster Youth, English Learners, All Students, At-risk Students	
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2.1.9	Implementation of Restorative Practices and Circles to Repair Relationships Ocean View Hills School will continue implementing restorative practices and restorative circles to strengthen positive relationships, improve communication, reduce behavior incidents, and promote a safe, inclusive, and supportive school climate for all students. Restorative approaches will be integrated within the school's PBIS and MTSS frameworks to support proactive relationship-building, conflict resolution, accountability, emotional regulation, and student voice. The school will prioritize restorative and trauma-informed practices that support English Learners, Foster Youth, Homeless Students, Low Income Students, Students with Disabilities, and other at-risk student groups who may experience barriers related to school connectedness, behavioral concerns, attendance, or social-emotional well-being. Key components of this strategy include: Implementation of restorative circles, restorative conversations, reflection activities, and relationship-building routines in classrooms and throughout the school environment Use of restorative interventions to address peer conflict, behavioral incidents, attendance concerns, bullying, and student relationship challenges Integration of restorative practices into Tier 1, Tier 2, and Tier 3 behavioral and social-emotional support systems Professional development and coaching for staff focused on restorative practices, conflict resolution, trauma-informed strategies, culturally responsive supports, and de-escalation techniques Opportunities for student voice, reflection, accountability, and collaborative problem-solving to strengthen relationships and school connectedness Collaboration among administrators, counselors, teachers, support staff, students, and families to support restorative interventions and relationship repair processes Ongoing monitoring of discipline, attendance, behavior, and climate data to identify trends and guide restorative support systems This strategy supports equitable and relationship-centered school climate systems that strengthen belonging, engagement, emotional safety, and positive student outcomes.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, At-risk Students	\$4,000	Title I Regular Account Code: 5000–5999 Services and Other Operating Expenditures
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Ocean View Hills School effectively implemented multiple strategies and activities to promote a safe, welcoming, and positive school environment that supports students' academic, behavioral, and social-emotional well-being. Schoolwide implementation of PBIS, restorative practices, SEL curriculum, attendance supports, counseling services, and intervention programs contributed to improved student connectedness, increased student engagement, and stronger relationships between students, staff, and families.

Staff participated in ongoing professional development focused on restorative practices, trauma-informed supports, PBIS systems, attendance interventions, and social-emotional learning strategies. Counseling services, restorative circles, classroom SEL lessons, attendance monitoring systems, and schoolwide behavior expectations helped create consistent supports for students across all grade levels. The implementation of extended learning opportunities, safe outdoor wellness spaces, and intervention programs provided students with additional academic and emotional support beyond the regular instructional day.

Collaboration among teachers, counselors, outreach consultants, campus security, and community partners strengthened intervention systems and improved communication with families. Attendance monitoring through A-SSTs, restorative conversations, and proactive outreach efforts supported students experiencing attendance challenges or behavioral concerns. These strategies contributed to a more inclusive school climate, increased student participation, and stronger systems of support for unduplicated student groups, including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students.

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

Although the majority of planned strategies and supports were implemented, staffing shortages, substitute coverage limitations, and increased student mental health and behavioral needs affected the consistency of some services and interventions. Increased caseloads for counseling, outreach, and intervention staff limited the frequency and intensity of supports available for some students. In addition, chronic absenteeism and inconsistent family engagement continued to impact student participation and progress.

Scheduling challenges occasionally reduced opportunities for staff collaboration, restorative circles, and attendance intervention meetings. While PBIS and SEL systems were implemented schoolwide, consistency in implementation varied across classrooms and grade levels. Some planned activities and interventions also required adjustments based on changes in student needs, staffing allocations, and available funding throughout the school year. Continued support is needed to strengthen attendance systems, increase family engagement, and expand mental health and behavioral supports for high-needs 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.

Based on the analysis of implementation outcomes, attendance data, behavior data, and educational partner feedback, Ocean View Hills School will continue refining and strengthening school climate, attendance, PBIS, restorative practices, and social-emotional learning systems during the 2026-2027 school year. Modifications will include increasing targeted attendance interventions, strengthening MTSS and restorative systems, expanding mental health supports and counseling services, and providing additional professional development in trauma-informed practices and student engagement strategies.

The school will continue prioritizing student connectedness, positive school climate initiatives, and proactive family outreach efforts to improve attendance and reduce behavioral incidents. Additional focus will be placed on consistent implementation of PBIS expectations, SEL instruction, restorative practices, and student wellness supports across all grade levels. Updated strategies, expenditures, and implementation actions can be found throughout Goal 2 strategies and activities in the 2026-2027 SPSA, including attendance supports, counseling services, PBIS/SEL implementation, restorative practices, student wellness initiatives, and extended learning opportunities.

Goal 3.1

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Institute for Quality Education (PIQE)	2025-2026 PIQE graduates: 22	By June 2027, Ocean View Hills School will increase participation and completion in PIQE and family engagement workshops by at least 20%, increasing the number of participating families and strengthening parent leadership and school involvement.
Parent Participation and Educational Partner Engagement	Ocean View Hills School baseline participation includes attendance at SSC, ELAC, parent-teacher conferences, Back-to-School Night, Open House, workshops, family events, surveys, and school activities as measured through sign-in sheets, participation logs, and communication data.	By June 2027, Ocean View Hills School will increase family engagement and educational partner participation by at least 10% through expanded multilingual communication, increased workshop opportunities, improved access to virtual and in-person meetings, and stronger collaboration between families and school staff.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Community Partner and Family Engagement Ocean View Hills School will strengthen family and community engagement by promoting meaningful collaboration among families, students, staff, and community organizations to support academic achievement, attendance, social-emotional wellness, and school connectedness. The school will prioritize equitable access and participation opportunities for multilingual families, English Learners, Foster Youth, Homeless Students, Low Income Students, and Students with Disabilities. Key components include: - Ongoing multilingual school-to-home communication using Blackboard, ClassDojo, Synergy, email, text messaging, social media, flyers, and the school website - Offering both virtual and in-person family engagement opportunities to increase accessibility and participation - Collaboration with community organizations and educational partners such as PIQE, CAFE, SBCS, and district programs to support parent leadership and family education - Family events that promote student learning, attendance, wellness, and school connectedness - Increased opportunities for families to participate in school decision-making processes and leadership groups - Recognition events and school activities that celebrate student achievement, attendance, growth, and positive behavior - Ongoing efforts to strengthen trust, communication, and collaboration between families and school staff	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, Multilingual and At-risk Students		

3.1.2	Improve Participation in Advisory Committees (Updated) Ocean View Hills School will strengthen family leadership and educational partner participation in advisory committees and school decision-making processes that support academic achievement, attendance, school climate, English Learner programs, and student wellness. Key advisory groups include: - School Site Council (SSC) - English Learner Advisory Committee (ELAC) - District English Learner Advisory Committee (DELAC) - District Parent Advisory Committee (DPAC) - School Safety Committee - Parent leadership and engagement groups Key actions include: - Providing multilingual meeting communication, agendas, interpretation, and materials - Offering virtual and in-person participation opportunities - Increasing outreach to families of English Learners, Foster Youth, Homeless Students, Low Income Students, and Students with Disabilities - Providing parent leadership training and informational workshops - Encouraging parent input regarding SPSA goals, LCAP priorities, school safety, attendance, and academic programs - Building family understanding of school systems, data, and educational programs	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, Multilingual and Underserved Groups	
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3.1.3	Strengthening Parent Communication and Access to Information Ocean View Hills School will strengthen home-to-school communication by ensuring families receive timely, accessible, multilingual, and meaningful information regarding student academic progress, attendance, social-emotional wellness, school programs, and school-wide initiatives. Communication systems will prioritize equitable access for multilingual families, English Learners, Foster Youth, Homeless Students, Low Income Students, and Students with Disabilities. The school will continue using a variety of digital and print communication platforms to improve family engagement, strengthen relationships, and increase family participation in school activities and decision-making opportunities. Key communication systems and efforts include: - Synergy Parent Portal to provide families access to student grades, attendance, assignments, and academic progress information - Blackboard messaging system for phone calls, text messages, emails, attendance notifications, emergency communication, and school updates - ClassDojo and other classroom communication tools to strengthen two-way communication between families and teachers - School website updates that include calendars, announcements, resources, translated materials, and family support information - Distribution of multilingual flyers, newsletters, and digital communication regarding school programs, workshops, family events, attendance supports, and student services - Increased use of social media and digital platforms to share school information, celebrations, reminders, and engagement opportunities - Translation and interpretation support to ensure families can fully access school information and participate in school activities - Ongoing communication regarding attendance expectations, MTSS supports, SEL resources, and academic intervention opportunities - All communication efforts will align with district expectations and support increased family access, engagement, and participation.	Homeless, Students with Disabilities, Low Income, Foster Youth, All Students, English Learners, Multilingual and Inderserved Student Groups	
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3.1.4	Parent Workshops to Build Capacity and Support Student Success Ocean View Hills School will provide ongoing parent workshops, trainings, and family learning opportunities designed to strengthen families' ability to support student academic achievement; attendance, social-emotional wellness, and school connectedness. Workshops will be offered in both in-person and virtual formats to ensure accessibility and participation for all families. The school will prioritize workshops and resources that support multilingual families, English Learners, Foster Youth, Homeless Students, Low Income Students, and Students with Disabilities. Workshops and trainings may include, but are not limited to: - Academic support strategies for reading, mathematics, homework routines, and literacy development at home - Social-Emotional Learning (SEL), student mental health awareness, and wellness supports - Positive parenting strategies, restorative practices, and behavior support systems - Attendance awareness and strategies to improve student engagement and school success - Digital literacy, online safety, Synergy Parent Portal access, and responsible technology use - Transition supports for middle school, high school, college, and career readiness pathways - English Learner program information, reclassification supports, and multilingual learner advocacy - MTSS, SST, IEP, and special education informational workshops to support family understanding of student services - Family leadership development opportunities through PIQE, CAFE, district programs, and community partnerships - Programs and workshops will be delivered through collaboration with school staff, district departments, community organizations, and educational partners.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students, Multilingual and Underserved Student Groups	\$2,490	Title I Parent Involvement
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Ocean View Hills School effectively implemented a variety of family engagement and communication strategies to strengthen partnerships between home and school and increase parent involvement in students' educational experiences. Consistent communication through Blackboard, ClassDojo, the school website, newsletters, flyers, social media, and parent meetings improved families' access to important school information and opportunities for engagement. The school successfully provided both in-person and virtual opportunities for parents to participate in workshops, ELAC, SSC, Coffee with the Principal meetings, academic events, student recognition assemblies, and family engagement activities. Parent workshops and trainings focused on academic support, social-emotional learning, digital citizenship, positive parenting, and college and career awareness helped families build confidence and strengthen their ability to support student success at home.

Collaboration with community organizations and educational partners, including PIQE, CAFE, and local agencies, expanded resources and learning opportunities for families. Translation services and bilingual communication supported accessibility for multilingual families and increased participation from English Learner families and historically underrepresented groups. These efforts contributed to stronger family-school relationships, increased communication, and greater parent participation in school programs and decision-making processes.

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

Although family engagement opportunities increased throughout the year, participation levels varied across events and programs. Some families continued to face barriers related to work schedules, transportation, childcare, technology access, and availability for in-person meetings and workshops. While virtual options improved accessibility for many families, consistent participation remained a challenge for some parent groups.

In addition, staffing capacity and scheduling limitations occasionally impacted the frequency of workshops, communication efforts, and outreach activities. Some planned family engagement activities required adjustments based on funding availability, presenter schedules, and parent attendance trends. Despite ongoing communication efforts, maintaining consistent two-way communication and increasing participation in advisory committees such as SSC and ELAC remain areas for continued growth.

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.

Based on educational partner feedback, participation data, and annual program evaluation, Ocean View Hills School will continue strengthening family engagement, communication systems, and parent leadership opportunities during the 2026-2027 school year. Modifications will include increasing flexible meeting formats, expanding bilingual communication and interpretation services, strengthening outreach to underrepresented families, and increasing opportunities for family workshops focused on academics, attendance, social-emotional learning, and student wellness.

The school will continue refining communication systems through Blackboard, ClassDojo, the school website, newsletters, and social media platforms to ensure timely and accessible information for all families. Additional efforts will focus on increasing participation in SSC, ELAC, Coffee with the Principal, and family education programs through targeted outreach, community partnerships, and parent leadership development opportunities.

These updates and modifications can be found throughout Goal 3 strategies and activities in the 2026-2027 SPSA, including family engagement programs, parent workshops, advisory committee participation, communication systems, and partnerships with community organizations and educational agencies.

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,714.00

Other Federal, State, and Local Funds

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

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

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

Subtotal of additional federal funds included for this school:

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

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

Subtotal of state or local funds included for this school:

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

Recommendations and Assurances

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

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

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

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


Signature
Leticia Del Carmen Rodriguez

Committee or Advisory Group Name

ELAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 05/28/2026.

Attested:

Principal, Erika Meza on 05/28/2026

SSC Chairperson, Erin Silva on 05/28/2026


 6/4/2026