

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT OCEAN BEACH ELEMENTARY SCHOOL

**2020-21**

37-68338-6040034  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Drapeau, Marco

**Contact Person:** Drapeau, Marco

**Position:** Principal

**Telephone Number:** 619-223-1631

**Address:** 4741 Santa Monica Ave, Ocean Beach Elementary, San Diego, CA, 92107-2208,

**E-mail Address:** mdrapeau@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME: Ocean Beach Elementary School**

**SITE CONTACT PERSON: Marco Drapeau**

**PHONE: 619-233-1631**

**FAX: 619-224-0141**

**E-MAIL ADDRESS: mdrapeau@sandi.net**

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

- Title 1 Schoolwide Programs (SWP)       CSI School

**The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:**

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC)      Date of presentation: 10/15/2020
- Community Advisory Committee for Special Education Programs (CAC)      Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE)      Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT)      Date of presentation: 10/27/20
- Other (list): \_\_\_\_\_      Date of presentation: \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/27/20\_\_

**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

Marco Drapeau  
Type/Print Name of School Principal

/Marco Drapeau/ 10/27/20  
Signature of School Principal / Date

Rebecca Martinez  
Type/Print Name of SSC Chairperson

/Rebecca Martinez/ 10/27/20  
Signature of SSC Chairperson / Date

Andrew Velasquez  
Type/Print Name of ELAC Chairperson

/Andrew Velasquez/ 10/27/20  
Signature of ELAC Chairperson / Date

**Bruce Bivins**  
Type/Print Name of Area Superintendent

 10/29/2020  
Signature of Area Superintendent / Date

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of utilizing Title 1 funds to maximize student achievement. Ocean Beach Elementary will use these funds as part of a school wide program that will continue to provide quality tier 1 instruction for all students.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMEN**

The SPSA survey was discussed with SSC during the 2018-19 school year, specifically on January 29th, 2020. Throughout the year the SSC meets on a monthly basis to review student data from a number of sources. The principal also met with our Instructional Leadership Team to review data and plan a course of action for the school. The principal gives a monthly update on school data and performance during the monthly PTA meetings. ELAC creation had initially begun but was curtailed due to the school closure in March 2020. The principal initiated a new call for ELAC members in October of 2020 and now has a functioning ELAC committee.

Data was also reviewed by SSC during the creation of the 2020-21 budget in January and February of 2020. OBE has continued to meet as an SSC via Zoom since the school closure. The 2020-21 SPSA was reviewed by the SSC on October 27, 2020.

**RESOURCE INEQUITIES**

The following root causes have been identified as barriers to student success.

-Lack of a clearly defined Guaranteed and Viable Curriculum in ELA and math.

-Lack of training and professional development for designated ELD.

-Other items of note:

English Learners at OBE are still not performing at the levels we would like to see. Students identified as ELs in 3rd and 4th grade take the SBAC but due to our low numbers of ELs at those grade levels, the data does not appear as there are less than 10 in a grade level. However, ELA data show our 10 ELs who completed the SBAC came in at 60% proficiency which would mean 6 out of 10, leaving 4 ELs that are underperforming. In math we had 9 ELs coming in at proficient or above. The four-year data shows a trend of fewer EL students scoring proficient (from 15 to 10 in ELA) and from 16 to 9 in math. This may be a function of fewer ELs at the testing grade levels. Also, we had an English Learner Support Teacher on-site from 2013 to

2015. This teacher helped teachers with assessing and supporting English Learners. We no longer are able to fund this position so all EL support is by the classroom teacher.

Also, due to increases in SPED students, we have a new full time SPED teacher who started last school year. We have also seen an increase in students arriving from other districts who had been in specialized settings.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Angela Giglitto-Wunder	Classroom Teacher
Anne Gurnee	Other School Representative
Michael Taulbee	Parent
Karen Ritchey	Classroom Teacher
Kristen Kilian	Classroom Teacher
Rebecca Martinez	Community Member
Marco Drapeau	Principal
Michael Hammel	Parent
Natalie Garcia Wood	Parent
Kimberly Jones	Community Member

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

We have limited data on the outcomes due to the pandemic causing the school to close in March. We have begun more closely tracking attendance given the new reality of online learning. We have a limited quantity of data from the prior year. Our team will monitor attendance to seek patterns and trends and then work to mitigate chronic absenteeism.

#### \*Major Differences

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

On-line teaching and learning have brought many challenges. It is particularly difficult for teachers to create the same experience for students using digital tools.

#### \*Changes

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.

Office staff and principal will meet weekly to discuss and review attendance. Online learning has brought many challenges for families, including the lack of child care and families ill-equipped to troubleshoot technological issues.

#### \*Goal 1 - Safe, Collaborative and Inclusive Culture

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Decrease Chronic Absenteeism	10.9	5.7%	Attendance	Annually

**\*Identified Need**

According to the California Dashboard, our chronic absenteeism is at 10.9% which is an increase of 1.1% from the previous year. According to the California Dashboard, English Learners at OBE currently have a chronic absenteeism rate of 12.2%. Our African American students have a rate of 8.3%.

**\*Online Learning Implications**

- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Attendance/Chronic Absenteeism related**

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	English Learner	Decrease Chronic Absenteeism	12.2%	6%	Chronic Absenteeism	Annually
June 2021	TK-4	Hispanic or Latino	Decrease Chronic Absenteeism	12.5%	6%	Chronic Absenteeism	Annually
June 2021	TK-4	Black or African American	Decrease Chronic Absenteeism	8.3%	4%	Chronic Absenteeism	Annually
June 2021	TK-4	Students with Disabilities	Decrease Chronic Absenteeism	14.7%	7%	Chronic Absenteeism	Annually



## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-4	White	Decrease Chronic Absenteeism	11.2%	5%	Chronic Absenteeism	Annually
June 2021	TK-4	Socioeconomically Disadvantaged	Decrease Chronic Absenteeism	16.2%	8%	Chronic Absenteeism	Annually
June 2021	TK-4	Students with Disabilities	Decrease Suspension Rates	3.9%	2%	Suspension	Annually

### Strategy/Activity 1 - Attendance

**\*Students to be served by this Strategy/Activity**

All students with particular attention paid to English Learners and Students with Disabilities.

**\*Strategy/Activity - Description**

Guidance assistant will provide the following services:

- Participate in monitoring of absence rates during monthly meetings
- Make phone calls/home visits to students on the list of chronically absent.
- Create incentive plans for students who make improvements.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02251I	Guidance Asst - EMHI	0.30000	\$9,371.70	\$19,918.47	0225-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Conducts follow up calls for chronically absent students, develops incentives to increase attendance

### Strategy/Activity 2 - Reduce Suspension Rate

**\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy with particular attention paid to English learners, students with disabilities, and African-American students.

**\*Strategy/Activity - Description**

OBE will implement an over-arching framework of student supports using the I-MTSS model. This model integrates the academic, socio-emotional, and discipline elements of school into a cohesive framework. However, the current reality of meeting over Zooms may likely make any implementation move at a far slower pace. We will continue to work to make this happen but are aware of the factors working against us.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02252U	Non Clsrn Tchrr Hrlly		\$2,453.00	\$2,999.78	0225-09800-00-1957-2490-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds to pay teachers to create staff I-MTSS documents and create PDs to help with understanding how to reach our African American students.

**\*Additional Supports for this Strategy/Activity**

OBE will receive on-going coaching from district resource teachers on implementation of the I-MTSS framework.

**Goal 2 - English Language Arts**

**Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

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

OBE has highly qualified teachers providing ELA instruction. OBE implements the use of Lucy Calkins Reading and Writing, which are district supported programs. OBE provides funding for grade-level PLCs to provide time for teachers to analyze common assessments. We also utilize online software purchased with Title 1 funds to provide support for learning. Due to the school closure in March 2020 and the lack of the statewide CAASPP assessment, we lack this crucial data as to the effectiveness of the curriculum.

**\*Major Differences**

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

No major differences other than the school closure in March 2020.

**\*Changes**

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.

No major changes.

**\*Goal 2 - English Language Arts**

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 & 4	Improve SBAC proficiency level	78.6%	81%	CAASPP ELA	Annually
June 2021	3 & 4	Meet or exceed grade level	Baseline Data	75%	FAST aReading	Three times a year

### \*Identified Need

OBE is looking to see improvement in the statewide measure SBAC taken every spring by 3rd and 4th graders. Currently, we have seen 4 years of consecutive growth. Our goal is to exceed 80% on the SBAC in ELA.

### \*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies may include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments may include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 & 4	Students with Disabilities	Improve percentage of proficient students	44%	49%	CAASPP ELA	Annually
June 2021	3 & 4	Black or African American	Improve percentage of proficient students	Baseline Data	+5%	CAASPP ELA	Annually
June 2021	3 & 4	English Learner	Improve percentage of proficient students	60%	65%	CAASPP ELA	Annually

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3 & 4	Students with Disabilities	Improve percentage of proficient students	Baseline Data	+5%	FAST aReading	Annually
June 2021	3 & 4	Black or African American	Improve percentage of proficient students	Baseline Data	+5%	FAST aReading	Annually
June 2021	3 & 4	English Learner	Improve percentage of proficient students	Baseline Data	+5%	FAST aReading	Annually

### Strategy/Activity 1 - PLC

#### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy. This strategy allows teachers to collaborate, analyze, and plan next steps for student achievement. Teachers bring student work samples and curriculum to meetings to ensure grade-level alignment and look for patterns and trends that will guide their planning.

#### \*Strategy/Activity - Description

OBE grade-level teams meet in PLCs once a month for half a day. This strategy will allow for more frequent monitoring of students and enable teachers to more quickly adjust their lessons to meet the needs of their students. The strategy also gives opportunities for teachers to align curriculum so that OBE can eventually have a robust GVC in place.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02256C	Prof&Curriclm Dev Vist Tchr		\$18,807.00	\$22,999.08	0225-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		During onsite learning, teacher release time for PLCs.

### Strategy/Activity 2 - Interventions

#### \*Students to be served by this Strategy/Activity

All students with particular attention paid to our at risk students.

#### \*Strategy/Activity - Description

OBE has purchased a software license from Learning Upgrade to support our struggling at-risk students in ELA. Students have individual accounts and can also work from home on this platform giving them more opportunities to enter the sphere of success. The site can also purchase leveled reading books to provide to students to practice strategies at home. We have funded additional library support to assist students in the school library.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F02251J	Library Asst	0.17501	\$5,059.19	\$6,742.38	0225-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		to support students in selection of books to supplement classroom learning materials.
N022566	Supplies		\$2,935.00	\$2,935.00	0225-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Supplemental classroom and intervention literacy supplies.
N022596	Software License		\$3,000.00	\$3,000.00	0225-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners		To support EL students in improving proficiency.
N02259X	Supplies		\$3,173.00	\$3,173.00	0225-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental classroom and intervention literacy supplies.
N0225AV	Supplies		\$11,500.00	\$11,500.00	0225-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplemental classroom and intervention literacy supplies.

**Goal 3 - Mathematics**

**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

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

OBE has implemented the district provided Envision Math units for all grade levels. Students also utilize the district-funded ST Math program which allows students a way to supplement the math learning online. OBE has also purchased the online program Learning Upgrade. Teachers have also had resource teachers attend their PLCs to learn how to access the district math resources.

**\*Major Differences**

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

No major differences.

**\*Changes**

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

The major change will be the PLC structure. This year, PLCs will be monthly half days instead of every eight weeks for full days.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 & 4	Increase proficiency as measured by SBAC	78%	81%	CAASPP Math	Annually

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3 & 4	Increase proficiency as measured by SBAC	Baseline Data	80%	FAST aMath	Annually
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**\*Identified Need**

OBE has had four consecutive years of school wide growth on the SBAC mathematics assessment. Goal is to increase to 81% proficient.

**\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring .
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support.
- Professional development for educators

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 & 4	Students with Disabilities	Increase proficiency on SBAC	32%	37%	CAASPP Math	Annually
June 2021	3 & 4	English Learner	Increase proficiency on SBAC	Baseline Data	40%	CAASPP Math	Annually
June 2021	3 & 4	Black or African American	Increase proficiency on SBAC	Baseline Data	38%	CAASPP Math	Annually
June 2021	3 & 4	Students with Disabilities	Increase proficiency level on FAST assessment	Baseline Data	+5%	FAST aMath	Annually
June 2021	3 & 4	English Learner	Increase proficiency level on FAST assessment	Baseline Data	+5%	FAST aMath	Annually

June 2021	3 & 4	Black or African American	Increase proficiency level on FAST assessment	Baseline Data	+5%	FAST aMath	Annually
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**Strategy/Activity PLCs**

**\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy with particular attention to our most vulnerable students.

**\*Strategy/Activity - Description**

OBE will have half-day PLCs each month. This time will allow for teams to monitor, collaborate, and plan next steps for student learning. This time also gives teams opportunities to share resources and make adjustments to their teaching.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0225-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N02256C	During online learning, PLC days.

**Strategy/Activity 2 - Professional Development**

**\*Students to be served by this Strategy/Activity**

All students with particular attention paid to our most vulnerable students.

**\*Strategy/Activity - Description**

Continue to grow our PLCs around our Math Instruction by having district resource teachers come to present both in whole staff PD and PLCs.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0225-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N02256C	To provide subs so that grade level teams can meet in PLCs.

**\*Additional Supports for this Strategy/Activity**

Coordinating with district resource teachers to provide PD.

**Strategy/Activity 3 - Interventions**

**\*Students to be served by this Strategy/Activity**

Students in need of additional math support

**\*Strategy/Activity - Description**

Hourly time dedicated to students who are struggling with grade-level content standards. Materials will be purchased to support math curriculum and instruction.



## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N0225AS	Classroom PARAS Hrly		\$2,444.46	\$3,245.99	0225-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		To provide extra support for students who are struggling with particular areas of math
	Supplies				0225-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N022566	Supplemental classroom and intervention math supplies.
	Supplies				0225-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N02259X	Supplemental classroom and intervention math supplies.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

English Learners at OBE are still not performing at the levels we would like to see. Students identified as Els in 3rd and 4th grade take the SBAC but due to our low numbers of ELs at those grade levels, the data does not appear as there are less than 10 in a grade level. However, ELA data show our 10 ELs who completed the SBAC came in at 60% proficiency which would mean 6 out of 10, leaving 4 ELs that are underperforming. In math, we had 9 ELs coming in at proficient or above. The four-year data shows a trend of fewer EL students scoring proficient (from 15 to 10 in ELA) and from 16 to 9 in math. This may be a function of fewer ELs at the testing grade levels. Also, we had an English Learner Support Teacher on-site from 2013 to 2015. This teacher helped teachers with assessing and supporting English Learners. We are no longer able to fund this position.

#### \*Major Differences

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

No differences.

#### \*Changes

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.

OBE is no longer able to fund EL assistant position from 2018-19.

<b>*Integrated English Language Development</b>									
Professional Development on ELD strategies through district resource teachers.									
<b>*Designated English Language Development</b>									
OBE will implement both integrated an designated ELD this year after staff receives professional development on ELD from OLA resource teachers.									
<b>*Goal 4 - English Learners</b>									
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>		
June 2021	3rd & 4th	English Learner	Raise proficiency levels on ELA SBAC	60%	65%	CAASPP ELA	Annually		
<b>*Identified Need</b>									
The California Dashboard shows only 12.8% of ELs achieved level 4-Well Developed on the ELPAC. 41% came in at moderately developed.									
<b>*Online Learning Implications</b>									
<p>-Formative assessment data will be collected, analyzed and feedback given to students.</p> <p>-Professional development will also be offered to teachers across the district serving this English Learner group</p> <p>-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.</p> <p>-This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>									
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>									
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>		
June 2021	2nd-4th	English Learner	Maintain reclassification rate of 100%	100%	100%	Summative ELPAC	Annually		
<b>Strategy/Activity 1 Professional Development</b>									
<b>*Students to be served by this Strategy/Activity</b>									
English Learners									
<b>*Strategy/Activity - Description</b>									
OBE teachers will receive professional development in ELD strategies from district resource teachers. Teachers will then implement new learnings in their lesson plans.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

In 2019-20, the administrator met with the case managers during scheduled SPED meetings. In our meetings, we discussed progress of students towards goals, barriers to success, and next steps for students. The overarching goal was to keep students in their general ed class as much as possible.

#### \*Major Differences

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

Standing meetings with case managers continued through March. As we enter into online learning, we are continuing with a standing SPED meeting weekly. Topics include progress towards goals and obstacles inherent in online learning.

#### \*Changes

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.

During online learning administrator will meet with the teams will meet with teams virtually using the Zoom app. This is a transitional period and some unforeseen obstacles will need attention.

#### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd & 4th	Raise proficiency levels on ELA SBAC	41%	46%	Other (Describe in Objective)	Annually
June 2021	TK-4	Students will make progress towards IEP goals	Baseline Data	100%	Progress Reports on IEP Goals	3 times a year
June 2021	TK-4	Improve percentage of proficient students on FAST assessment ELA	Baseline Data	+5%	Other (Describe in Objective)	Annually
June 2021	TK-4	Increase percentage of proficient students on FAST assessment Math	Baseline Data	+5%	Other (Describe in Objective)	Annually

### \*Identified Need

Ensure that all SWD are able to make their IEP goals on a yearly basis. Continue meeting with case managers throughout the year to assess students making progress to those goals throughout the year.

### \*Online Learning Implications

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Students with Disabilities	Students will make progress towards IEP goals	Baseline Data	100%	Progress Reports on IEP Goals	3 times a year
June 2021	TK-4	Students with Disabilities	Decrease Suspension Rate	3.9%	2%	Other (Describe in Objective)	Annually
June 2021	TK-4	Students with Disabilities	Improve percentage of proficient students	Baseline Data	+5%	Other (Describe in Objective)	Annually

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			on FAST assessment ELA				
June 2021	TK-4	Students with Disabilities	Improve percentage of proficient students on FAST assessment Math	Baseline Data	+5%	Other (Describe in Objective)	Annually
June 2021	TK-4	Students with Disabilities	Decrease Chronic Absenteeism	14.7%	7%	Other (Describe in Objective)	Annually

### Strategy/Activity 1 SPED Meetings

**\*Students to be served by this Strategy/Activity**

English Learners with IEPs

**\*Strategy/Activity - Description**

OBE will implement ongoing monitoring meetings with IEP case managers to ensure progress towards goals. Team will review and plan next steps in response to any obstacles.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

**Goal 6 - Supporting Black Youth**

**Call to Action Belief Statement**

Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**\*Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-4	African American	Decrease Suspensions	0%-No data	0.1%	Suspensions (Classroom and School)	Annually

**\*Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Ocean Beach Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Ocean Beach Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Ocean Beach Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Ocean Beach Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Ocean Beach Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Ocean Beach Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

**\*Identified Need**

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

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

African American students at OBE are a small demographic. OBE staff will ensure that all students of color are valued on our site. The staff has received PD in Trauma-Informed Care to help with any potential situation that may present itself. Staff continues to utilize the YMCA program to support any child with SEL needs.

**\*Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.  
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Strategy/Activity 1 Professional Development**

**\*Students to be served by this Strategy/Activity**

African American students.

**\*Strategy/Activity - Description**

Staff will be offered opportunities to attend Restorative Justice professional development offered by the district. Also, the I-MTSS district resources will continue to offer support for OBE.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0225-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N02256C	Subs to cover for teachers attending PDs.

**\*Additional Supports for this Strategy/Activity**

The YMCA has been working with OBE through their Building Bridges program which offers SEL support for all students. Also, this year we have support from SAY San Diego to offer support for families.



## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

OBE families comprise virtually every demographic and socio-economic category. During the last few years, the community of OB has seen a sharp rise in the cost of living. One effect of this newer, higher-income band of families is an uptick in parent involvement beyond just attending events. OBE families have become much more of a "hands-on" group as evidenced by the increase in fundraising by our PTA.

All our OBE families are included in and invited to publishing parties in each grade, morning meetings with the principal, and classroom learning sessions.

#### \*Major Differences

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

As the year goes by, the parent attendance tends to drop as measured by sign in sheets. This year, being online has made it a challenge for families to feel as connected as they had in prior years.

#### \*Changes

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

This year we have created a weekly broadcast on Fridays to help bridge the gap during this time.

#### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before	47% Strongly Agree	51% Strongly Agree	CAL - SCHLS (CSPS)

		making important decisions.			
<b>*Identified Need</b>					
Based on the CHKS survey, we see a need to raise the level of "strongly agree" from parents in regard to feeling welcome.					
<b>*Online Learning Implications</b>					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> <li>-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.</li> <li>-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</li> </ul> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <ul style="list-style-type: none"> <li>-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</li> </ul> <p>Training for parents and other caregivers Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	SSC	Parents on the SSC will attend 80% of all SSC meetings	70%	100%	Committee Attendance
<b>Strategy/Activity 1 SSC Participation</b>					
<b>*Families to be served by this Strategy/Activity</b>					
All families will benefit from having their voice represented on the SSC.					
<b>*Strategy/Activity - Description</b>					
OBE will create a easy to complete survey for parents to learn and express interest in serving on the School Site Council.					
<b>*Proposed Expenditures for this Strategy/Activity</b>					

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inservice supplies				0225-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 7 - Family Engagement   Ref Id : N0225M	Funds to purchase light refreshments for volunteer recognition luncheon, parent meetings, and special events for families.

**\*Additional Supports for this Strategy/Activity**

Principal will promote the benefits of being involved in the school through committees during the weekly Catch The Wave TV broadcast and the weekly principal's email update.

**Strategy/Activity 2 ELAC creation**

**\*Families to be served by this Strategy/Activity**

Parents of English Learners and their children.

**\*Strategy/Activity - Description**

Create an ELAC with the goal to roll into SSC. This will create an opportunity for sustainable EL family voice in school decision making

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0225M	Inservice supplies		\$1,231.00	\$1,231.00	0225-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds to purchase light refreshments for volunteer recognition luncheon, parent meetings, and special events for families.

**Goal 8- Graduation/Promotion Rate**

**Call to Action Belief Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

**District LCAP Goals**

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2019-20**

**\*Analysis**

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

OBE has highly qualified teachers who implement the Lucy Calkins Reading and Writing units in addition to supplemental materials. Each grade level team participates in monthly PLCs where student work is reviewed and analyzed for patterns and trends. PLCs also offer teachers opportunities to collaborate and plan next steps. Through the district PrimeTime program, we are able to offer after school support for those students who are enrolled in that program.

**\*Major Differences**

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

No Major differences

**\*Changes**

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.

No major changes

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd and 4th	3rd and 4th Grade Students with disabilities will be grade level proficient on the SBAC ELA	Baseline Data	+5%	CAASPP ELA	Annually
June 2021	3rd and 4th	3rd and 4th Grade English Learner Students will be grade level proficient on the SBAC EL	Baseline Data	+5%	CAASPP ELA	Annually
June 2021	3rd and 4th	3rd and 4th Grade African American Students will be grade level proficient on the SBAC EL	Baseline Data	+5%	CAASPP ELA	Annually

**\*Identified Need**

According to SBAC, 67% of OBE 3rd graders were reading at grade level. The goal is to increase that measure to 70%. Subgroups will need to improve proficiency to reach this goal.

**\*Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd and 4th	English Learner	3rd and 4th Grade English Learners will increase proficiency on the DRA 2 Assessments	Baseline Data	+5%	Grade 3 ELA Reading	2 times annually
June 2021	3rd and 4th	Students with Disabilities	3rd and 4th Grade students with	Baseline Data	+5%	Grade 3 ELA Reading	2 times annually

## Ocean Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			disabilities will increase proficiency on the DRA 2 Assessments				
June 2021	3rd and 4th	Black or African American	3rd and 4th Grade African American students will increase proficiency on the DRA 2 Assessment	Baseline Data	+5%	Grade 3 ELA Reading	2 times annually

### Strategy/Activity 1 Professional Development

**\*Students to be served by this Strategy/Activity**

All students with particular attention to our most vulnerable populations.

**\*Strategy/Activity - Description**

OBE will utilize the district resource teachers to provide professional development for staff to become familiar with the Benchmark ELA adoption and its resources.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

## **STEAM**

### **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

### **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

OBE is committed to successfully implementing STEAM for our students. We began in the first cohort with TK and K using STEAM lessons four times a week for an hour and have added first and second grade. The staff and principal attended a week-long training during the summer of 2018. During the summer of 2020, a number of classrooms received custom STEAM furniture in selected classrooms. Students are experiencing hands-on activities that promote phenomena, innovation, collaboration, critical thinking, and risk-taking. Teachers and principal are modeling these characteristics as well as creating an environment of learners and thinking like a scientist.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The administrator will collect and monitor student data through a Google document which provides a place to record assessment results. The administrator will also meet with ILT monthly to determine PD topics. OBE will review the current service delivery model for ELs and SWDs and make adjustments to ensure students receive maximum benefit. OBE has had four consecutive years of growth on the SBAC assessment in both ELA and Math. However, the progress of ELs and SWDs remains a concern.

During the time of online learning, OBE has attended the Doug Fisher Blueprint for On-Line Learning professional development. A major component of this training is how to engage students in this new way of learning. Staff was taught about community creation and how that is a vital piece of any successful online classroom. Classrooms are also designating time for classroom celebrations and shout-outs to students to recreate a sense of normalcy.

The system has a translation function that publishes the written messages in seven languages so that all families can have access to the information. This message is sent every Sunday and occasionally the principal sends additional messages as the need arises. Classrooms also coordinate with the principal and custodial staff whenever there is a materials distribution

The SPSA goals will be shared with staff so that all staff are aware of the goals and how we can monitor them for progress. There is a weekly SPED staff meeting in which gen ed teachers are encouraged to submit questions/issues for SPED staff to address. Also, we have already begun to contact staff resource teachers to ensure we have dates set of PD around English Learners to ensure success in reaching goals.

OBE has an I-MTSS team consisting of teachers, classified staff, and the principal. The team has received three days of live training and one day of virtual training. This team will help plan staff PD and create a framework for OBE to create a unified vision of academics, social-emotional learning, and schoolwide discipline. The principal will conduct visits to classrooms to see the implementation of the new Benchmark adoption once the staff has been trained in it. The principal will continue to work alongside staff to create a GVC that serves all students, with particular attention paid to our most vulnerable learners.

OBE has over half the credentialed staff participate in Calm Kids, a mindfulness training to help socio-emotional regulation. In addition, we have been awarded the silver level of one of America's Healthiest Schools. In addition, we were awarded a \$5,000 wellness grant to makeover our staff lounge to create an oasis of tranquility and rejuvenation for staff.

We will explore utilizing the resources provided by the district, such as I-MTSS and perhaps Restorative Justice training.

ILT will review data and PLCs will use assessments to monitor and track the progress of all students. OBE will begin to utilize the district provided ELD resources and review progress on the ELPAC.



**ACHIEVEMENT****APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT

**APPENDIX A**

**BUDGET SUMMARY**

# Ocean Beach Elementary Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 24,322

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 77,745

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$25,934
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$25,934

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$27,488
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 27,488

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$77,745

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Ocean Beach Elementary	09800 LCFF Intervention Support	Library Asst	2231	Other Support Prsnl PARAS	0.1750	\$ 5,059.19
		Library Asst	3000			\$ 1,683.19
			1957	Non Clsrn Tchr Hrly		\$ 2,453.00
			2151	Classroom PARAS Hrly		\$ 2,444.46
			3000			\$ 1,348.31
			4301	Supplies		\$ 11,500.00
			5841	Software License		\$ 3,000.00
	<b>09800 LCFF Intervention Support Total</b>				<b>0.1750</b>	<b>\$ 27,488.15</b>
	30100 Title I Basic Program	Guidance Asst - EMHI	2404	Guidance/Attendance Asst	0.3000	\$ 9,371.70
		Guidance Asst - EMHI	3000			\$ 10,546.77
			4301	Supplies		\$ 3,173.00
	<b>30100 Title I Basic Program Total</b>				<b>0.3000</b>	<b>\$ 23,091.47</b>
	30103 Title I Parent Involvement		4304	Inservice supplies		\$ 1,231.00
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 1,231.00</b>
	30106 Title I Supplmnt Prog Imprvmnt		1192	Prof&Curriclm Dev Vist Tchr		\$ 18,807.00
			3000			\$ 4,192.08
			4301	Supplies		\$ 2,935.00
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>\$ 25,934.08</b>
<b>Grand Total</b>					<b>0.4750</b>	<b>\$ 77,744.70</b>

## ACHIEVEMENT

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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*Ocean Beach Elementary*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

*Ocean Beach Elementary* has developed a written Title I parent & family engagement policy with input from Title I parents.

- Monthly SSC with public comment at the beginning of each meeting
- ELAC meetings a minimum of four times a year
- Monthly SGT meetings
- Monthly Point Loma Cluster Foundation meetings

It has distributed the policy to parents of Title I students.

- Emailed to parents due to COVID-19 campus closure
- Posted on District Website
- Title 1 Parent Meeting
- SSC Meeting
- ELAC Meeting
- SGT Meeting

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Emailed to parents via Parent Portal due to COVID-19 campus closure  
Posted on school Website  
Title 1 Parent Meeting in October 2020  
SSC Meeting  
ELAC Meeting  
SGT Meeting

The policy is made available to the local community via our school website:

<https://oceanbeach.sandiegounified.org/>

The policy is updated periodically to meet the changing needs of parents and the school during monthly SSC meetings based on input from stakeholders from:

Monthly SSC meeting with public comment at the start of each meeting

ELAC meetings four times a year

Monthly SGT meetings

To involve parents in the Title I, Part A programs, the following practices have been established:

Ocean Beach Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Curriculum Night: Teachers provide an overview of grade-level standards, curriculum, and assessment

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Curriculum Night

Parent Teacher Conferences

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Staff Meetings and Professional Development on Safe and Collaborative Schools

Annual Review of CA School Parent Survey

ELAC Meetings four times a year

Monthly Foundation meetings

Monthly SSC Meetings

Monthly SGT Meetings a year

Positive Behavior Intervention Team (PBIS)

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Foundation Meetings and Events

Academic Workshops

Friday Morning Assemblies

Award Assemblies each trimester

Field Trips (when on campus)

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

This year meeting was held online.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school will offer the meetings traditionally during the Curriculum Night and then on the following Friday Morning Assembly

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

The school involves parents through:

Friday Morning Assembly

Monthly SSC with public comment at the beginning of each meeting

ELAC meetings a minimum of four times a year

Monthly SGT meetings

Monthly Foundation meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs through:

Weekly Principal's Email

School Website

SEESAW and Google Classroom



Fliers via Peachjar app (when on campus instruction occurs)

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through:

Curriculum Night: Teachers provided an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

Counseling conferences upon request

Friday Morning Assemblies

SSC: members review monthly data, curriculum, and assessment outcomes

ELAC: members review data, curriculum, and assessment outcomes

SGT: review data, curriculum, and assessment outcomes

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may request a meeting with the teacher via phone call or email during campus closure. In addition, parents have the opportunity to participate in or serve on various stakeholder committees such as:

SSC

SGT

ELAC

Point Loma Cluster Foundation

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Curriculum Night: Teachers provided an overview of grade-level standards, curriculum, and assessment

Twice yearly parent – teacher conferences

Teacher conferences upon request

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Conferences with teacher, counselor or resource teacher upon request

Books sent home with all students

Shared resources through:

Academic websites: Reading A to Z, Learning Upgrade, ST Math

School Website

Classroom Online Platforms: Seesaw and Google Classrooms

Coffee with the Principal

Friday Morning Assemblies

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Parent – teacher Conferences twice a year and upon request

ELAC Meetings a year

Monthly Coffee with the Principal

Monthly Foundation meetings

Monthly SSC Meetings

Monthly SGT Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

When campus is reopened:

Classroom or Campus Volunteer program

Everyone a Reader Program

Monthly Family Friday

Monthly Attendance Assemblies

Counseling Center

Partnerships for Social Emotional and Mental Health Counseling through YMCA

Partnership With Newbreak Church to provide food, backpacks, and other resources

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When campus is reopened:

Classroom or Campus Volunteer program

Everyone a Reader Program

Counseling Center

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

All communication provided in English and Spanish and other languages as needed

Communication provided in both written and spoken English and Spanish

Interpretation provided for meetings

Accessibility to all meeting rooms

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent input throughout the year is shared at monthly SSC meetings for input on changes to SPSA .

This policy was adopted by Ocean Beach Elementary on October 27th, 2020 and will be in effect for the period of the 2020-21 school year

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 27th, 2020

Marco Drapeau, Principal

/Marco Drapeau/

October 27th, 2020

ACHIEVEMENT

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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**Ocean Beach Elementary**  
**TITLE 1 SCHOOL PARENT COMPACT**  
**YEAR 2020-21**

This School Parent Compact is in effect year 2020-21

*Ocean Beach Elementary* distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility is to provide high-quality curriculum and instruction. The parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

OBE provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Curriculum Night: Teachers provided an overview of grade-level standards, curriculum, and assessment
- Twice yearly parent-teacher conferences
- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes

- Coffee with the Principal
- Morning Assemblies with Principal
- Communication with parents regarding student achievement

OBE engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?
- Parent – Teacher Conferences twice yearly and upon request of parent or teacher
- Parent Workshops
  - Healthy Choices
- Community Partnerships:
  - SAY San Diego
  - UCSD Wellness Center
  - San Diego Foodbank: Backpack4Kids

OBE provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Academic workshops
- Conferences with teacher, counselor or resource teacher upon request
- Books sent home with all students
- Shared resources through:
  - Academic websites: Reading A to Z, Learning Upgrade, ST Math
  - School Website
  - Classroom Online Platforms: Seesaw and Google Classrooms
  - Coffee with the Principal
  - Friday Morning Assemblies

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- 4 ELAC Meetings a year
- Monthly Point Loma Cluster Foundation meetings
- Monthly SSC Meetings
- Monthly SGT Meetings

OBE coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Classroom or Campus Volunteer program
- Everyone a Reader Program

- Weekly Friday Morning Assemblies
- Wellness Center
- Honor Roll by trimester
- Counseling Center
- Partnerships for Social Emotional and Mental Health Counseling through YMCA

OBE distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- All communication provided in English and Spanish and other languages as needed

Encanto provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- All communication provided in English and Spanish and other languages as needed
- Communication provided in both written and spoken English and Spanish
- Interpretation provided for meetings
- Accessibility to all meeting rooms

MARCO DRAPEAU  
AUTHORIZED OFFICIAL

/MARCO DRAPEAU/  
AUTHORIZED SIGNATURE

OCTOBER 27, 2020

## ACHIEVEMENT

**APPENDIX D****DATA REPORTS**

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

Reclassification data results can be requested from the school site.

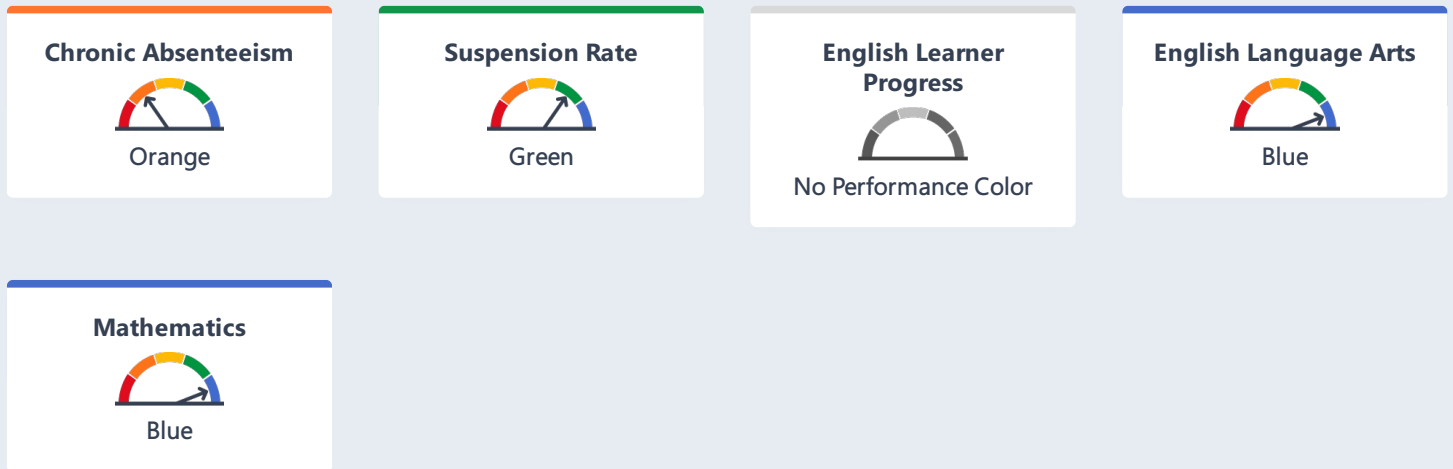
Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above



# Ocean Beach Elementary

Explore the performance of Ocean Beach Elementary under California's Accountability System.

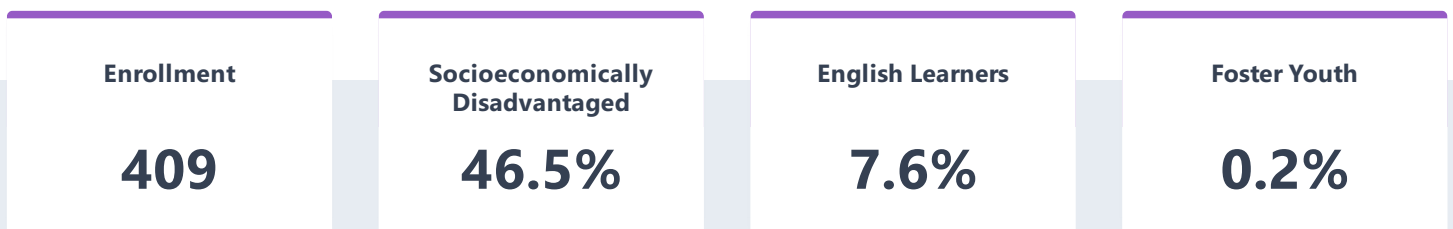


## School Details

<b>NAME</b> Ocean Beach Elementary	<b>ADDRESS</b> 4741 Santa Monica Avenue San Diego, CA 92107-2297	<b>WEBSITE</b> <a href="http://www.obelementa...">http://www.obelementa...</a>	<b>GRADES SERVED</b> K-4
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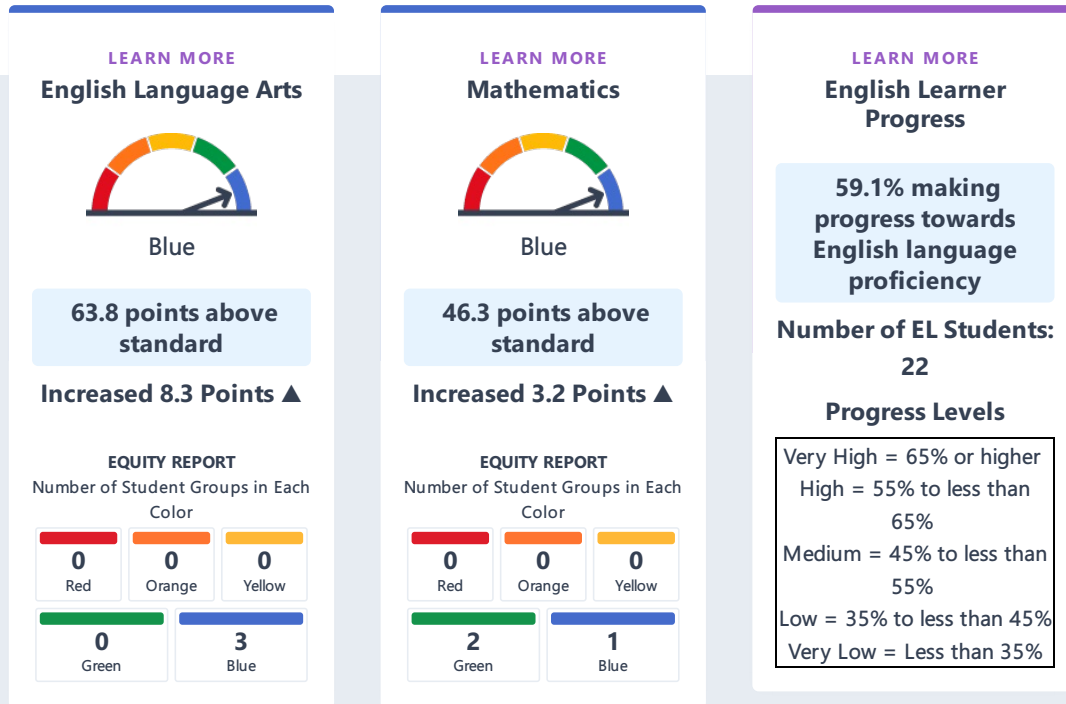
## Student Population

Explore information about this school's student population.



# Academic Performance

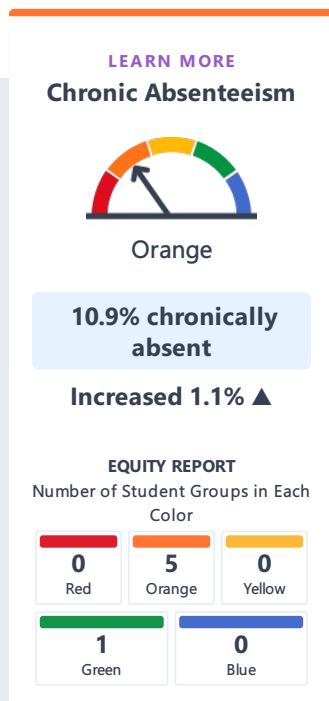
View Student Assessment Results and other aspects of school performance.



## OCEAN BEACH ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Green

**0.7% suspended at least once**

**Maintained 0%**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>1</b> Orange	<b>2</b> Yellow
<b>1</b> Green	<b>2</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

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

#### All Students



Blue

63.8 points above standard

Increased 8.3 Points ▲

Number of Students: 125

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic  
Socioeconomically Disadvantaged

White



No Performance Color

African American

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



No Performance Color

40.3 points above standard

Increased 22.9 Points ▲

Number of Students: 14

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Students with Disabilities



No Performance Color

31.7 points below standard

Declined 20.7 Points ▼

Number of Students: 16

### Hispanic



Blue

48 points above standard

Maintained -2 Points

Number of Students: 32

### Socioeconomically Disadvantaged



Blue

45.7 points above standard

Increased 10.3 Points ▲

Number of Students: 58

### White



Blue

69.3 points above standard

Increased 12.7 Points ▲

Number of Students: 79

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	40.8 points above standard	55.5 points above standard	63.8 points above standard

## English Language Arts Data Comparisons: English Learners

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

### Current English Learners

No Data

No Data

Number of Students: 7

### Reclassified English Learners

No Data

No Data

Number of Students: 7

### English Only

67.4 points above standard

Increased 8.6 Points ▲

Number of Students: 106

## Mathematics

### All Students

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

#### All Students



Blue

46.3 points above standard

Increased 3.2 Points ▲

Number of Students: 125

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged



Blue

White



No Performance Color

African American

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



No Performance Color

21.5 points above standard

Increased 6.2 Points ▲

Number of Students: 13

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Students with Disabilities



No Performance Color

29.4 points below standard

Declined 48.1 Points ▼

Number of Students: 16

### Hispanic



Green

26.3 points above standard

Maintained 1.2 Points

Number of Students: 32

### Socioeconomically Disadvantaged



Green

32.4 points above standard

Maintained -1.3 Points

Number of Students: 57

### White



Blue

56.1 points above standard

Increased 5.4 Points ▲

Number of Students: 79

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	28.7 points above standard	43.1 points above standard	46.3 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

No Data

No Data

Number of Students: 6

### Reclassified English Learners

No Data

No Data

Number of Students: 7

### English Only

51.1 points above standard

Increased 5.7 Points ▲

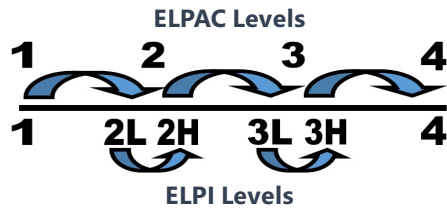
Number of Students: 107

## English Learner Progress Indicator

### All English Learner Students

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

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

#### English Learner Progress

59.1% making progress towards English language proficiency

Number of EL Students: 22

Performance Level

High

### Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	13.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.2%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	59%



# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

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

#### All Students



Orange

10.9% chronically absent

Increased 1.1% ▲

Number of Students: 433

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged

White



Yellow

No Students



Green

Two or More Races



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### African American



No Performance Color

8.3% chronically absent

Increased 8.3% ▲

Number of Students: 12

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

30% chronically absent

Increased 4.1% ▲

Number of Students: 20

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



Orange

14.7% chronically absent

Increased 5.8% ▲

Number of Students: 75

### English Learners



Orange

12.2% chronically absent

Maintained 0.2%

Number of Students: 41

### Hispanic



Orange

12.5% chronically absent

Increased 1.8% ▲

Number of Students: 112

### Socioeconomically Disadvantaged



Orange

16.2% chronically absent

Increased 1.2% ▲

Number of Students: 210

### White



Orange

11.2% chronically absent

Increased 1.8% ▲

Number of Students: 251

### Two or More Races



Green

4% chronically absent

Declined 7.1% ▼

Number of Students: 50

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

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

#### All Students



Green

0.7% suspended at least once

Maintained 0%

Number of Students: 443

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

Two or More Races  
Socioeconomically Disadvantaged



Green

White



Blue

English Learners  
Hispanic



No Performance Color

African American  
American Indian  
Asian  
Filipino  
Foster Youth  
Homeless  
Pacific Islander

### African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

4.3% suspended at least once

Increased 4.3% ▲

Number of Students: 23

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



Orange

3.9% suspended at least once

Increased 1% ▲

Number of Students: 77

### Two or More Races



Yellow

2% suspended at least once

Maintained 0.2%

Number of Students: 50

### Socioeconomically Disadvantaged



Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 218

### White



Green

0.8% suspended at least once

Maintained 0%

Number of Students: 256

### English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 41

### Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 115

ACHIEVEMENT

**APPENDIX E**

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS  
AND ACTIVITIES**

**SCHOOL NAME: OCEAN BEACH ELEMENTARY**  
**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**  
**SCHOOL YEAR: 2019-20**

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Strategy will allow for more frequent monitoring of students and enable teachers to more quickly adjust their lessons to meet the needs to their students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$915.17	09800-1192	To support teachers of unduplicated students release time to work on ELA PLC	Teachers are having more time to do a deep dive into their students' learning and search for patterns and trends.	Some staff have said the ½ day PLCs aren't long enough	None, PLCs will remain ½ days
Supplies		\$11,121.00	09800-4301	Student material to support new instructional routines developed by the PLC	Teachers have the ability to choose support materials by grade level team.	NA	NA

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

## Ocean Beach Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

To support access to a broad and challenging curriculum for our unduplicated students, we will funding a library tech who will work directly with students to support academic core curriculum.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst	0.17500	\$6,082.74	09800-2231	To support access for our unduplicated students	Library assistant provides support for students who are under performing by collaborating with teachers to help students' choose "just right" reading material.	NA	NA

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Utilize Learning Upgrade to support our struggling at risk students in ELA

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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## Ocean Beach Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tchr Hrly		\$2,440.40	09800-1957	Students support in literacy for students not at grade level	Qualified subs provide an extra measure of support.	Occasionally subs aren't very effective.	NA, site has very little control over sub selection
Software License	--	--	09800-5841	To support our unduplicated at risk students in ELA	Provides students with opportunities to practice skills while at home. Teachers are able to track and monitor growth.	Some students do not participate regularly.	NA

Note/Reminders (optional):



<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
Strategy will allow for more frequent monitoring of students and enable teachers to more quickly adjust their lessons to meet the needs to their students							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		\$5,000.00	09800-5733	Supplemental supplies for our unduplicated students.	Students are provided with hard copies of any documents needed.	NA	NA
Note/Reminders (optional):							
<b>Strategy/Activity 2</b>							
<b>*Strategy/Activity - Description</b>							
Continue to grow our PLCs around our Math Instruction. To embed monitoring plan with these existing structures.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To develop curriculum to	Subs provide teachers	NA	NA

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				support under performing students.	opportunities to create and revise curriculum during PLCs		
Supplies	--	--	09800-4301	Instructional and intervention materials to support under-performing students.	School is able to provide supplemental materials for students in need.	NA	NA

Note/Reminders (optional):

### Strategy/Activity 3

**\*Strategy/Activity - Description**

Utilize Learning Upgrade, to support and intervene with our struggling students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$3,000.00	09800-5841	To support our struggling unduplicated at risk students in Math	Software allows students to continue practice at home on concepts taught at school	Difficult to get 100% compliance form all students	Create incentives to get all students to us software.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?