

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kim Songer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oceanview Elementary School
(As it should appear in the official records)

School Mailing Address 14359 East Second Street
(If address is P.O. Box, also include street address.)

City Whittier State CA Zip Code+4 (9 digits total) 90605-1115

County Los Angeles

Telephone (562) 907-6400 Fax (562) 693-7424

Web site/URL <https://oceanview.ewcsd.org/> E-mail ksonger@ewcsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Marc Patterson E-mail mpatterson@ewcsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Whittier City Elementary Tel. (562) 907-5900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Armando Urteaga
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
3 Middle/Junior high schools
0 High schools
0 K-12 schools
- 13 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	25
K	92
1	108
2	94
3	130
4	114
5	101
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	664

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.5 % Asian
 - 0.6 % Black or African American
 - 78 % Hispanic or Latino
 - 0.9 % Native Hawaiian or Other Pacific Islander
 - 13 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2021	684
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Chinese-Mandarin, other

English Language Learners (ELL) in the school: 2 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 213

8. Students receiving special education services with an IEP: 8 %
Total number of students served 55

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 5

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	99%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

At Ocean View School we care about children. We believe that all students have the right to a quality education, and our mission is to provide an excellent educational program for all students. We strive to provide an integrated program, aligned with California State Standards, that helps students develop the ability to think and make decisions, develop self-esteem and concern for others, and encourage love and excitement for learning. We continue to learn about ways to enhance learning for students and modify our program with well-balanced improvements as needs arise. Our goal is to help students become well-educated, thinking, caring citizens who can be successful in a rapidly changing world.

17. Provide a URL link to the school's nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030643&revid=LAXGVmslshcKqCSRrdXk>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

At Ocean View Elementary School, Home of the Dolphins, our staff, students, and families share a common goal: to motivate and inspire students to become the best version of themselves. This is evidenced every morning as students happily and eagerly SWIM through the front gates, ready for an engaging and enriching day of learning.

Ocean View Elementary School is nestled in a residential neighborhood in the tight-knit community of Whittier, California. Whittier is located in Los Angeles County, 12 miles southeast of the city of Los Angeles. Ocean View is part of the East Whittier City School District, which is comprised of 10 elementary schools and three middle schools. Our school serves students in Kindergarten through 5th grade and includes 26 general education classrooms, an Intensive Speech and Language Preschool, a Learning Center for students with mild and moderate disabilities, and a Learning Hub for students who receive intervention support. Ocean View is the pride of this community and an outstanding place to learn and grow.

All teachers and staff work in collaboration to create an exceptional learning environment for all students. As a result, Ocean View earned the California Distinguished School Award; and, the California Business for Education named Ocean View an Honor Roll School. In addition, Ocean View is ranked in the U.S. News & World Report as one of the best elementary schools in California. Most recent student achievement results demonstrate Ocean View students outperformed the state average in ELA performance by nearly 27% in English Language Arts and 33% in Mathematics. Our students are learning and achieving at high levels.

Ocean View values shared leadership, and our Instructional Leadership Team has developed trusting relationships and intentional collaboration on our campus. Ocean View staff members share in leadership and collaboration to ensure professional learning communities strategically create a network of support for students. Teachers are engaged in Professional Learning Communities (PLCs) every Tuesday afternoon to analyze data and share best practices. Monthly early-release Thursdays provide a time for professional development to focus on instructional goals. A culture of continuous improvement is strengthened by frequent reflective learning walks when teachers look to observe identified instructional practices, evidence of student learning and engagement, and environmental supports. Learning walks are a springboard for sharing best practices and instructional strategies. Through this work, mutual accountability has been established.

All means all at Ocean View. All staff and students are valued, respected, and take pride in contributing to a learning environment that provides a deep sense of belonging. At Ocean View, we are extremely proud of our tiered system of Positive Behavior Interventions and Supports (PBIS). The PBIS framework guides our Tier I behavior and social-emotional instruction to support all of our students to be their very best. Our core values of SWIM guide students; Show Respect, Work Hard, I Care, and Make Good Choices. PBIS has allowed us to develop a common language and instructional practices to teach and reinforce positive behavior and expectations. To complement PBIS, we utilize a house system that divides our campus into smaller, multi-grade level groups. Friday morning assemblies and monthly house parties help celebrate achievements, expected behaviors, and classroom collaboration and develop the Dolphin pride within each student, staff member, classroom, and house. PBIS data shows that 95% of our students confidently display expected behaviors. This initiative has created a positive, caring, and responsive learning environment for staff and students.

Ocean View is a family-centered school where educators and families work together as a dynamic team to make Ocean View an unforgettable experience for all students. Our dedicated Parent Teacher Association (PTA) sponsors special traditions and events throughout the year designed to connect the Ocean View Community from the Fall Carnival to the end-of-the-year picnic. We encourage parent engagement in academic programs, including Family Math Night and parent workshops. The PTA supports a love for reading through trimester celebrations for students who achieve reading goals. An overwhelming number of students, at least 92%, stay motivated to achieve their reading goals to attend epic events, including a chocolate-scented Willy Wonka Wonderland or a whimsical Harry Potter world. Ocean View's PTA is devoted to fundraising efforts to support enrichment experiences for all students. Our Discovery Harbor is

home to various technology-based STEM experiences provided by the PTA. Ocean View is committed to a thriving partnership between parents and families to develop the full potential of all students.

Our collective goal at Ocean View is to prepare students to be well-educated, thinking, caring, and successful citizens in a rapidly changing world. Ocean View will continue to achieve its mission and academic excellence due to a deep commitment to shared leadership, collaborative structures, and respectful, positive, supportive relationships.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

At Ocean View Elementary School, English language arts is prioritized and taught during a daily instructional block. At Ocean View, the state-adopted, standards-aligned McGraw Hill Wonders Reading Curriculum is the primary resource for reading instruction. Daily instruction includes a balance of explicit instruction in foundational skills, including phonics, phonemic awareness, fluency, vocabulary, and comprehension. Teachers recognized the need to provide students with close reading strategies to support critical thinking, student talk, and deep comprehension of literature and informational texts. Daily, independent reading is supported through Accelerated Reader in which students set independent reading goals, and teachers monitor progress.

Writing instruction is prioritized and taught utilizing Thinking Maps, Guided Language Acquisition Design (GLAD), the Write from the Beginning curriculum, and Nancy Fetzner strategies. Students in Kindergarten through fifth grade are taught how to share their voice, ideas, and thinking through the three types of writing: Narrative, Persuasive, and Informational. Students are supported to develop as independent writers through the writing process and utilize checklists, rubrics, and student partnerships. Grade-level teams vertically articulate to ensure that standards are built upon each year and implemented with rigor. Each trimester teachers participate in a gallery walk and study exemplars from each grade level to calibrate expectations, examine rubrics, and analyze growth in writing. Writing is published in various formats utilizing technology and teachers celebrate student authors at the close of every genre study. Students can also celebrate their writing through classroom-shared reading, buddy reading, and school-wide contests such as the PTA Reflections Contest and the District Speech Contest.

In response to plateaued performance on state assessments, Ocean View teachers recognized the need to augment the state-adopted curriculum with supplemental resources and instruction. To better teach foundational skills in the primary grades, teachers selected the Heggerty curriculum to provide explicit instruction in phonemic awareness. Teachers in the upper grades recognized the need to provide students with opportunities to develop critical thinking about reading through constructed response writing. Teachers utilize close reading instruction on selected rigorous, complex texts. Students write to a common prompt to assess comprehension, textual analysis, and writing skills. Grade-level teams meet to analyze student work, calibrate writing, and monitor student progress.

Both formal and informal student achievement data are used to improve instruction and assess student learning. Benchmark assessments, formative assessments, and student work are studied closely to analyze student progress during grade-level PLCs. Teachers provide students with targeted support within core instruction through guided reading, reading and writing conferences, and reteaching when needed. For students in need of additional support, Tier II targeted instruction is provided during WIN (What I Need) time for students needing additional support. Teachers use data to construct flexible groups to provide instruction in reading based on identified skills and strategies to ensure students get additional instruction and practice when they need it. In the event that intensive support is needed to address specific standards and gaps in learning, Reading Intervention Specialists are utilized to provide targeted instruction.

1b. Mathematics curriculum content, instruction, and assessment:

Recently, Ocean View teachers participated in the District's Math Committees to restructure math instruction to provide more opportunities for students to develop mathematical concepts based on identified priority standards. Teachers designed thoughtful pacing guides in alignment with state assessment blueprints and developed common District Math benchmark assessments.

As a result, Ocean View's mathematics instructional program shifted and is now based on the California Common Core State Standards. Teachers utilize the state-adopted curriculum, Savvas Envision Math, and

supplemental materials within Great Minds Eureka Math to design math instruction. Both programs offer opportunities for differentiated instruction, reteaching, independent practice, and enrichment components within each lesson. Both sources create the rigor and mathematical thinking our Dolphins need to become 21st-century learners.

Classrooms are rich with math resources and tools for students to grow as successful thinkers and problem solvers. Instruction is designed to provide students with an explicit demonstration of math strategies and time to engage in accountable talk about learning. Kagan strategies are utilized to infuse student talk into every mathematics lesson to ensure students reflect on their thinking and share problem-solving strategies. Impressive math discussions among students frequently reflect on their thinking processes and problem-solving strategies. Articulating their thought process helps students solidify their understanding, and our dedicated staff helps them grow and excel with oral communication. Ocean View teachers work tirelessly to bring rigor and engagement to all students. Students have access to manipulatives and models to explore conceptual mathematical understanding. Teachers utilize whiteboard work and exit tickets to quickly assess student understanding and guide instructional decisions for students needing more support or extra challenge.

Differentiated small-group math instruction happens in all classrooms. Third-grade teachers have implemented a centers-based approach to math instruction this year. Students rotate through a teacher center, where class concepts are reinforced and practiced under direct supervision. Students also work in partners to review concepts with games and activities. Online elements and independent work also develop mathematical curiosity.

Student achievement data are used to improve instruction and assess student learning in the area of mathematics. Benchmark assessments, formative assessments, and student work are studied closely to analyze student progress during grade-level PLCs. Teachers provide students with targeted support within core instruction through math centers, small group instruction, and one on one reteaching when needed. Students utilize online resources, including Reflex Math, Frax, and Zearn, to support their learning, build math fluency, and practice important skills. Teachers use data to deliver targeted Tier II instruction in response to data. Tier II mathematics instruction is designed to provide instruction based on skills and strategies needed to meet standards. In the event that intensive support is needed to address specific standards and gaps in learning, Math Intervention Specialists are utilized to provide targeted instruction.

Ocean View's instructional practices are strong, and we incorporate many resources within the classroom and beyond to provide well-rounded and exceptional math instruction.

1c. Science curriculum content, instruction, and assessment:

Ocean View implements the Next Generation Science Standards (NGSS). Teachers collaborate to develop inquiry-based instruction within the four focus domains of science: Physical Science, Life Science, Earth and Space Science, and Engineering Design. Currently, teachers use various resources to design science instruction, including Mystery Science which provides standards-based video lessons that support students in scientific explorations. Teachers are provided with supplementary hands-on materials and kits to support science explorations in alignment with NGSS and utilize the District's Science Instructional Coach to design rich, engaging science learning and gather instructional resources. Students work in collaborative groups to solve problems, think critically, and explain natural phenomena.

Science is alive in our Discovery Harbor, where our Dolphins can engage in hands-on science and STEM exploration. Students program robots and experiment with electronic circuits. We look forward to the grand opening of our fully outfitted STEM Lab and Maker Space, which is currently under construction. Once in operation in the 2023-2024 school year, students can access state-of-the-art technology, STEM equipment, and science materials.

Student assessment of progress in science is ongoing and project-based. Students are encouraged through inquiry-based science experiences to engage in problem-solving and experiential learning. Students are provided with multiple opportunities to showcase learning in a variety of ways including hands-on science

activities at Open House. These varied learning experiences contribute to Ocean View's 5th-grade students scoring 21% higher than the state average and at the top of our district on the California Science Test (CAST).

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The History-Social Science Framework for California Public Schools states explicitly the content students need to acquire at each grade level. These standards provide the foundation for us to design instruction in order for students to acquire knowledge in history and social science and develop as critical thinkers of both the past and present. Studies in Kindergarten focused on students discovering themselves as members of a history-rich community increasing in complexity through 5th grade as students analyze the triumphant and challenging historical events that led to the establishment of the United States of America. Social Studies units are designed to allow students to engage in projects and learning experiences that bring historical content to life.

Ocean View values time-honored traditions that instill an excitement for learning about history. Kindergartners learn about patriotism and perform beloved patriotic songs each year. In first grade, students learn about and display famous United States symbols and perform annually about chosen historical figures. Students in second grade explore different cultures during Living History Days, including tracing traditions with food, crafts, and dance. On Whittier Day, third-grade students experience life in the late 1800s when our city was founded. On early California Day and Gold Rush Day, 4th-grade students make clay bricks and pan for gold as people living during this time would have done. Fifth-grade hosts a colonial event when students learn 18th-century style dances, write with quill pens, churn butter, eat 'Johnny' cake, and make corn husk dolls as indigenous people and colonists would have.

Literature and writing are an integral part of Social Studies instruction and learning. Students study and learn from primary sources, including biographies, diaries, speeches, legends, letters, and other artifacts. In turn, students also develop writing and projects based upon or in response to their understanding of historical events. Assessment of student learning is project-based. Students have many opportunities to showcase their knowledge through various projects, including writing projects and reports, oral presentations, and performances.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students at Ocean View have access to a rich visual and performing arts education. Highly-qualified and credentialed art and music teachers deliver enriching and engaging instruction as part of the regular instruction day.

Art courses are designed to develop visual arts literacy and technical skills. Students study famous artists from diverse cultural backgrounds and explore a variety of mediums to experience and produce artwork. Students draw, paint, and sculpt works of art to develop an appreciation for the visual arts. Music courses are designed to develop the skills necessary to produce and make personal connections to music. Students study various musical genres and the work of famous musicians and composers from various cultural backgrounds. Students explore rhythm and tone and produce music through singing and instruments.

Ocean View extends music opportunities and is committed to multiple music performance opportunities for students. Ocean View is proud of our chorus enrichment program. Approximately 100 fourth and fifth-grade students participate in chorus at Ocean View each year. The program culminates with an evening music production for families and community members to enjoy. In addition to the chorus, every grade level hosts an annual performance based on history and social science standards.

Students at Ocean View have many opportunities to expand their learning within the arts and showcase their talents. The District hosts an annual Art Show in collaboration with the Uptown Whittier Art Gallery. Ocean View students participate in a District-sponsored after-school dance program focused on creative movement, Hip-Hop, Ballet & Jazz Fundamentals, Ballroom & Latin within three styles of music, Waltz, Salsa, and Hip Hop, Freestyle.

2b. Physical education/health/nutrition

At Ocean View, physical education teaches children essential life skills that will improve their health and well-being. Physical education is an integral part of the educational program at Ocean View. We recognize the benefits of physical education include increased confidence, independence, and social skills, which all lead to improved academic performance.

All grade levels work collaboratively to provide students with a well-rounded physical education (PE). Students in Kindergarten through second grade are provided explicit PE instruction in physical skills, goal setting, and group games emphasizing teamwork. Physical skills, game playing, and physical strength are emphasized during PE with students in third through fifth grades. Upper-grade students serve as coaches and support younger students in PE to support collaboration and develop leadership skills. During PE, upper-grade students engage in physical activities that promote wellness, sportsmanship, and skills needed to access activities in any environment. PE is inclusive, where every child's contributions and skills are valued, and goals are achievable and relevant.

Ocean View received a 'Farm-to-Table' grant and is partnering with LA Compost and Eco-Gardens to teach the idea of food sustainability and farm-to-table eating. Students are encouraged to eat a variety of fruits and vegetables through tasting tables and give input to the district about food items served in the cafeteria. Nutrition education has been enriched by these partnerships with a common goal to encourage students to make healthy eating choices.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Technology is fully integrated into the instructional program at Ocean View. Our school has embraced a 1:1 device culture in which every child is provided with a Chromebook to support their learning. Teachers have been provided with ample training and ongoing support from a District Technology Instructional Coach to implement 1:1 technology integration to support a robust and rigorous curriculum.

All students visit our Discovery Harbor where they are provided with a variety of technology enrichment opportunities. Students learn how to program and code using Ozobots, engineering and building skills with Legos, Knex, Snap Circuits, and Magna Tiles. Students have access to a green screen to create various digital media projects. Once fully built, Ocean View's STEM Lab and Maker Space will include a 3-D printer, V-tech robots, and manipulatives for students to explore and experience Science and Engineering activities. Discovery Harbor also houses an up-to-date library with popular new books in multiple genres appealing to all levels of learners with a wide range of interests and diverse backgrounds.

State-of-the-art technology coupled with engaging activities increases student success and encourages

motivation. Dolphins want to come to school every day because of the intentional efforts made to create a 21st-century learning environment.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Ocean View teachers tailor instruction, intervention, and assessment to address the diverse needs of every student. Devoted teachers work hard to meet these needs and adjust however necessary to provide high-quality classroom instruction to support and enrich students as needed. Our instruction, intervention, and assessment practices are based on the Multi-Tiered System of Support (MTSS).

Quality Tier I classroom instruction begins with the teacher. All students receive evidence-based, best-first instruction. Teachers use research-based strategies and materials to support the achievement of all students. Teachers are masters of their grade-level standards, content, and curriculum. Common assessments such as District benchmarks, the Reading Inventory (RI), Phonics Inventory, and Writing assessments are used to monitor the progress of all students toward meeting end-of-year grade-level standards. Common formative classroom assessments provide timely information about student progress and when differentiated Tier I support may be needed.

Intentional Tier II supports are provided during ‘What I Need’ (WIN) time. Every grade level allocates 30 minutes each day for grade-level teams to share in intervention support alongside the intervention specialist and the Learning Hub Team. Students who need additional support to achieve standards are provided targeted instruction in small groups based on identified needs. At the same time, Tier III supports are also provided to ensure that students performing far below grade level are provided the intensive support needed. This ensures that students who need Tier II and Tier III instruction are provided with support when they need it without missing Tier I core instruction.

The Student Study Team (SST) process ensures that students struggling to meet standards are identified quickly and provided with timely intervention. Led by our principal, the team consists of a general education teacher, special education staff, school psychologist and school social worker, and most importantly, parents. Students are closely monitored through 6-8 weeks of intensive intervention when a follow-up meeting is held to discuss progress or further interventions needed. This process ensures that targeted, intentional, and measurable goals are set and closely monitored for students needing them, resulting in the success of many students without the need for more restrictive support. Our SST process supports all students through systematic, collaborative efforts.

3b. Students performing above grade level:

Ocean View provides tailored instruction and enrichment opportunities to address the diverse needs and talents of students performing above grade level. We recognize that some students will demonstrate mastery of grade-level standards and content more quickly than others. Therefore, high-quality classroom instruction is designed to provide differentiated support and enrichment through a Multi-Tiered System of Support (MTSS). Ocean View begins the Gifted and Talented students (GATE) identification process starting in third grade. However, students who do not qualify for GATE continue to receive enrichment and extension opportunities and instruction.

Tier I instruction is differentiated to support GATE and high-achieving students. Teachers use research-based strategies and supplementary materials to support students performing above grade level within the core instructional program. Teachers differentiate instruction to allow students to experience more complex and abstract learning opportunities within grade-level standards and content. Teachers utilize flexible grouping and leveled texts and consider Webb’s Depth of Knowledge when planning for questioning and

extension activities to support GATE and high-achieving students within Tier I instruction.

Intentional Tier II extension and enrichment activities are planned for high-achieving and GATE students during 'What I Need' (WIN) time. Students participate in Literature Circles based on interest and reading level. Students analyze complex texts with peers and participate in high-level discussions carefully designed and supported by teachers. Technology programs such as Scratch Coding, FRAX, Zearn, and Reflex Math are utilized to extend learning. GATE students also participate in an annual GATE academy where students participate in extended learning opportunities such as Mars exploration, forensic science, and animal dissection.

Ocean View offers engaging and stimulating learning opportunities during and outside of the school day. After-school programs are offered to high-achieving and GATE students, including Chess Masters, Comic Creative Writers, Cube Club Rubik's Cube Art and Solving classes, and Robotics.

Ocean View utilizes a variety of resources and programs to provide enrichment opportunities to address the diverse needs and talents of high-achieving and GATE students.

3c. Students with disabilities:

At Ocean View, uniqueness and diversity are respected and celebrated. All means all at Ocean View, including our students with disabilities. Our special education (SPED) team is an integral part of developing Multi-Tiered Systems and Support at Ocean View. Our special education team includes a school psychologist, a full-time and part-time special education specialist, a preschool and an elementary speech and language Pathologist, and a School Social Worker. Additional support services are provided by itinerant teachers, therapists, and several paraprofessionals.

Students receiving support through special education are general education students first. To provide the least restrictive environment, a Learning Center Model is utilized in which students receive specially designed instruction following their Individual Education Programs (IEPs) and individual academic goals. Students access the Learning Center in addition to their Tier I instruction to provide additional, targeted support in areas of need. Special education teachers develop a team approach that includes instructional aides to provide instruction and support in the general education classroom and the Learning Center to support academic, behavioral, and social-emotional needs.

Educators at Ocean View share the responsibility for all students and commit to high levels of collaboration to ensure that our school is inclusive and that learning is accessible to all students. General education teachers work closely with special education teachers and service providers to design instruction, modify curriculum, and develop accommodations to meet the needs of students with disabilities. Special education teachers are included in grade-level PLCs to ensure ongoing communication and collaboration. During this time, teachers share resources and lesson plans and consider ways to support one another and students to succeed in the classroom and meet their individualized goals.

3d. English Language Learners:

At Ocean View, English Learners (ELs) are fully supported and provided meaningful access to grade-level standards and content to develop English proficiency. English Learners receive designated and integrated English language instruction aligned with their English proficiency levels.

The California English Language Development standards align closely with the California Common Core State Standards. Classroom lessons are designed with content and language objectives to ensure that English Learners' needs are considered. Within Tier I instruction, research-based, high-quality instruction is provided for English Learners to acquire critical foundational skills in Kindergarten and first grade, including phonemic awareness, phonics, sight word recognition, and vocabulary acquisition. In second through fifth grades, District and State assessment results, including the English Learner Proficiency Assessments for California (ELPAC), are used to identify language acquisition needs and design designated and integrated instruction for English Learners.

All Ocean View teachers are certified in Cross-cultural, Language, and Academic Development (CLAD). This ensures that teachers understand the needs of English learners and have been trained in specific strategies to support language acquisition in ELs. In addition, Ocean View teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies such as activating prior knowledge, think-pair-share, use of realia, scaffolding, thinking maps, guided reading, and visuals to design accessible instruction for English Learners. Additional resources are allocated to support small group instruction during English Language Development (ELD) to ensure language instruction is designed to meet the specific language needs of students.

Strong redesignation numbers and growth on the ELPAC provide evidence that our students benefit from the language-rich classroom environments and are part of a balanced program for acquiring English. This correlates directly to Ocean View's commitment to a print and language-rich classroom environment and intentional implementation of the California English Language Development Standards and the California Common Core English Language Arts Standards. Each year we reclassify a large percentage of students as Fluent English Proficient (FEP), and statistically, they continue to make steady and lasting progress on District benchmarks and state assessments.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Ocean View is dedicated to developing a strong sense of belonging among students. As a result, we create opportunities for students to feel connected and engaged. As students enter campus on Friday mornings, the Ocean View theme song billows from the playground. Students 'Catch the Wave' and enthusiastically sing about the Dolphin Way at Ocean View. As the lyrics state, "It's time to learn, it's time to play, we never fail, it's the Dolphin Way." To create connections in our large school, the school is divided into multi-grade level houses. Houses are classrooms across multiple grade levels. Houses plan activities designed to connect grade levels and classrooms as a strong sense of belonging is directly connected to student achievement. For example, kindergartners write notes of encouragement to their house classrooms while older students read to younger students to share a love of reading. At the end of each trimester, house collaboration and achievements are highlighted and celebrated during a spirited assembly all students attend.

To support high levels of student engagement, Ocean View is committed to positive behavior and social-emotional instruction. Students are taught to show respect, work hard, I care, and make good choices through the Positive Behavior Interventions and System (PBIS). PBIS is an integral part of our school culture. Staff members distribute blue slips to intentionally recognize and acknowledge when students display positive SWIM behaviors. Positive student behaviors are recognized weekly during morning assemblies and at Swimmer of the Month celebrations. Classes are recognized with golden tickets to highlight positive classroom behaviors. Students begin each day with social-emotional instruction, supported by our School Social Worker, to give students strategies to engage in peer mediation, improve problem-solving skills, self-regulate, and develop a positive mindset.

Ocean View prioritizes high levels of student engagement through intentional planning and lesson design. In every classroom, students are actively engaged in learning, as evidenced by student talk, cooperative groups, and peer coaching. Teachers use a multi-sensory approach to lesson design to include visual, tactile, auditory, and kinesthetic learning opportunities. All students participate in Art and Music through our Broad Course of Study initiatives. Students participate in honored academic traditions to showcase engaging learning, including Colonial Day, Whittier Day, Gold Rush Day, Kindergarten Patriotic Show, Alphabet Fashion Show, Wax Museum, and Market Day.

Ocean View creates a learning environment where students feel welcomed, connected, encouraged, and supported.

2. Engaging Families and Community:

Ocean View is the pride of East Whittier. Partnership with families and the surrounding community makes our school unique and propels our success. Parents and families actively participate in advisory opportunities to support strategic planning through the School Site Council, the Local Control and Accountability Plan Committee, and the Parent Teacher Association (PTA). Advisory committees include families in decision-making processes and take ownership of our school's success. Families provide essential, relevant feedback and data to prioritize goals, monitor achievement, and determine areas of growth. Recent survey data revealed 96% of our parents feel there are opportunities for them to be involved in decision-making processes at Ocean View. School and home connectedness are strong, and we constantly look for ways to strengthen that partnership. Our families' voices are an integral part of the improvement and planning processes at Ocean View.

Strong communities create strong schools. Volunteers abound at Ocean View and are vital to the success of our school. Ocean View partners with local community-based organizations to develop enriching programs for students and to sponsor charitable opportunities for families. Through a district grant with LA Compost and Eco-Gardens, a parent-led Garden Club meets weekly for over 300 first through fifth-grade students to experience hands-on learning in composting, farm-to-table gardening, and sustainability. Ocean View partners with Whittier College's Teacher Preparation program in which future educators prepare and

implement “Science Circuses.” Students participate in hands-on STEM activities facilitated by Whittier College students. Lastly, student awareness and community involvement are developed in our students through a partnership with a local church and transitional living center to support families in crisis. Ocean View’s student council hosts Blankets of Love, an annual event in which blankets are collected and paired with messages of hope and love from the Dolphin community. Students reap the benefits from the generosity of our volunteers and learn the value of service to their school and community.

The staff at Ocean View believe that informed parents are empowered parents and that student achievement is improved through timely communication with families. Every Sunday, the principal sends a detailed email with links to resources, events, and specific ways to be involved that week. Student achievements are highlighted, and photos are shared to keep families connected. Social media communicates with and connects families to daily activities in our classrooms and engagement opportunities at the school. Communication supports trusting, strong relationships with our families and community.

3. Creating Professional Culture:

The staff at Ocean View Elementary School is a tight-knit group of exemplary teachers. When you come to a school like Ocean View, you stay. At the start of every school year, all East Whittier City School District employees attend the ‘Under the Oaks,’ where the tone and instructional focus for the school year are set. Proud Ocean View staff members enthusiastically attend, adorned in matching gear, with renewed exhilaration, in anticipation of the new school year.

Establishing and maintaining a culture of ongoing learning throughout the school year is a value that guides our work at Ocean View. All instructional decisions are rooted in Ocean View’s vision and mission and, most importantly, are responsive to student needs. Ocean View staff participates in three district-sponsored professional development and planning days with a district-wide focus. Our data revealed a need to align and refine our school’s structures and resources to develop effective support within Multi-Tiered Systems of Support (MTSS). The instructional leadership team worked to align academic, behavioral, and social-emotional supports within an integrated system. The leadership team meets twice monthly to analyze student data and assign targeted instruction to ensure the response is fluid and that students get what they need when needed.

Professional Learning Communities (PLC) support high levels of collaboration and learning among teams. Led by a grade-level instructional leader, PLCs analyze student data to design responsive instruction and share best practices. Data-driven decisions and plans are made to ensure all students make progress. Teachers develop common formative assessments to monitor student progress. Through the analysis of student work, teams share instructional practices and strategies to differentiate and design instruction to meet the needs of all learners.

Reflective learning walks are embedded professional learning that supports a trusting, respectful professional culture at Ocean View. During Reflective learning walks, a lead teacher facilitates classroom observations around a chosen topic, such as student engagement, environment, or instruction. Reflective learning walks create consistency, build capacity, and allow teachers to find evidence within classrooms supporting shared instructional commitments. High levels of trust, reflection, and collaboration occur during reflective learning walks that support a commitment to a healthy and robust professional culture. Just as we expect our students to be lifelong learners, Ocean View teachers continuously grow professionally.

4. School Leadership:

At Ocean View, we believe all students can learn, and it is the responsibility of every educator to ensure all students are successful. This responsibility is shared among all staff as we recognize we are stronger as a result of a collective vision, collaboration, and distributed leadership. This shared commitment ensures that all staff takes ownership in carrying out Ocean View’s vision.

Ocean View is guided by a dynamic Instructional Leadership Team comprised of the principal and grade-level leaders. The leadership team makes all instructional decisions to ensure the voices of educators are

included and leadership is distributed. Each leadership team meeting includes time for leaders to analyze student data, examine the instructional focus, and engage in planning for grade-level PLC time. The leadership team employs the “Plan, Do, Study, Act” (PDSA) model in which educators articulate improvement changes, carry out the change, study the results, and decide how to proceed. The PDSA model guides each team’s PLC time and the leadership team’s analysis of school goals. This process ensures each team is intentional in planning practices to remove barriers that could potentially impede academic success. The leadership team facilitates reflective learning walks in which leaders determine the focus of each walk and leads reflective conversations with team members about classroom observations. Educators are encouraged and empowered to lead at Ocean View.

Leadership team members are committed to developing as leaders to facilitate effective team meetings. Each year, professional literature is selected by the team to read and study together. Brene Brown’s *Dare to Lead* has been impactful on the growth of grade-level leaders as it teaches the importance of vulnerability and trust in leadership. As a result of this book study, grade-level leaders share the responsibility of building more trusting relationships and stronger bonds with team members to better support student achievement. Grade-level leaders lead by example, develop effective norms, and reflect on team progress to ensure Ocean View meets the needs of all students. The instructional leadership team is an important conduit in connecting all educators to the vision of Ocean View.

The principal’s knowledge of the instructional program, essential standards, and commitment to developing teacher capacity are critical elements of Ocean View’s leadership. The Ocean View principal is a visionary leader who provides ongoing, focused support for the learning of all educators. The principal is an active learner who takes every opportunity to learn alongside teachers, modeling continuous improvement and implementing the practices needed to support all students. The principal is committed to the sharing in leadership with and knowledge building of all educators.

5. Culturally Responsive Teaching and Learning:

Ocean View appreciates and celebrates the diversity of the students and families served. Ocean View serves students of varied ethnicities, languages of origin, and socioeconomic backgrounds. At Ocean View, we believe a welcoming environment founded on respect and care is critical to ensuring all students feel a sense of belonging and diversity is appreciated. Every morning, staff members line the hallways and entryways of Ocean View to welcome each individual child. Students are greeted by name, with a friendly smile and a handshake or fist bump from adults as they step onto campus and into their classrooms. This daily commitment to connection is the foundation for the creation of a welcoming, inclusive learning environment for all staff and students.

Ocean View’s supportive, diverse community is strengthened through the intentional planning of Positive Behavior and Intervention Supports (PBIS). PBIS ensures that all students and staff create a respectful and trusting learning environment. Data is collected, and the PBIS team meets monthly to analyze strengths and areas for growth. Behavioral data is intentionally analyzed and disaggregated by student groups to ensure equitable practices are applied to all students and student groups. Ocean View’s School Social Worker designs culturally relevant instruction to teach awareness and respect for diversity. Ocean View is a safe, welcoming environment in which all students can learn and grow.

Equity and inclusion are addressed by developing safe classroom communities where varying experiences and backgrounds are openly learned about and discussed. Classrooms engage in discussions about national and international cultural holidays and celebrations and honor the traditions practiced within student homes. Upper-grade classrooms utilize CNN 10 to read and learn about current events and hold subsequent informative discussions about cultural challenges present in the world. Representation matters at Ocean View, and the curriculum is enhanced with literature in our classrooms and library based on characters from various social and cultural backgrounds, relevant social issues, and written by diverse authors.

Empathy is at the core of understanding. Ocean View is committed to intentionally teaching empathy, and social-emotional instruction is founded on the development of kindness and inclusion. Our School Social Worker integrates Start with Hello Week, the Great Kindest Challenge, and Gratitude Week to teach

students to embrace acceptance graciously. Students participate in a variety of projects and campaigns, such as Blankets of Love, Socktober, and Pennies for Patients, to develop empathy and kindness for others and those in need through acts of service.

It is evident that our school has created a trusting and inclusive school. The most recent California Healthy Kids Survey (CHKS) shows that 89% of our students feel connected and safe at school. The latest LCAP (Local Control Accountability Plan) survey results show that 90% of parents think Ocean View embraces their family strengths, culture, and language.

PART VI - STRATEGY FOR EXCELLENCE

Providing timely, necessary instructional interventions to students who need the most is a long-time commitment at Ocean View Elementary School. Upon returning to school following the COVID-19 pandemic, a profound urgency emerged to identify and address needs. Ocean View is committed to implementing Multi-tiered Systems of Support (MTSS) to implement strategic interventions and increase student achievement.

The Ocean View staff developed shared commitments in the implementation of MTSS. A high-quality, rigorous, standards-based core curriculum, data-driven interventions, ongoing progress monitoring, and social-emotional instruction were established as foundational components of MTSS. First, the school's master schedule was restructured to create 30-minute blocks of intervention time for each grade level. Next, we studied together to develop data analysis practices, including the Plan-Do-Study-Act process to support data-driven instructional decisions. Next, the Learning Hub Team was established consisting of two intervention specialists, two credentialed teachers, and two classified support staff. The Hub Team ascends into classrooms during What I Need (WIN) time, working alongside classroom teachers to provide tiered, targeted support for every student.

Responsive and fluid interventions require the frequent analysis of data. Summative, formative, and observational data, along with student work, are continuously analyzed by grade-level PLCs. Collaboration time is intensely focused on the identification of strengths, student growth, and specific strategies to support a tiered response system of support. Ocean View's Instructional Leadership Team learned facilitation strategies to lead effective team meetings and advised the principal about creative ways to prioritize and provide increased time for teachers to meet. The leadership of MTSS at Ocean View is shared, and the leadership capacity of our teachers is a priority to ensure processes and systems are sustained.

The collective, intentional efforts of the entire Ocean View team yielded positive results for students. Within the first assessment cycle, 100% of students receiving Tier III support made progress. Furthermore, 60% of those students demonstrated near-grade level performance by the end of the school year. Nearly 74% of students met or exceeded expectations on the 2022 ELA CAASPP (California Assessment of Student Performance and Progress), 26% higher than the State average, while Ocean View students outperformed the state average by 33% on the 2022 Math CAASPP. Student success is directly attributed to the intentional, focused efforts of the entire staff in the implementation of MTSS to ensure that all students achieve at high levels at Ocean View.