School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista View Middle School	30-66613-6068613	December 5, 2023	January 10, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Vista View Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> In January 2023, Ocean View was identified for Differentiated Assistance (DA). Based on the California School

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Vista View Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> In January 2023, Ocean View was identified for Differentiated Assistance (DA). Based on the California School

Vista View's mission is to meet student's academic, social/emotional, attendance, and behavioral needs through a Multi-Tiered System of Support (MTSS). This includes data analysis and a tiered approach to instruction and support. Vista View's core educational program delivers scaffolded grade-level instruction through Tier 1 (Core) best-first instruction. For students requiring additional support, the teaching staff commits to strategically enhancing inclusive services and practices within the classroom. Supplemental supports for students who continue to struggle are provided through Tier 2 (Strategic) and Tier 3 (Intensive) evidence-based intervention and services to ensure students meet state academic standards.

Vista View's Single Plan for Student Achievement is aligned with Ocean View School District's Local Control and Accountability Plan (LCAP). This plan is supplemented by actions and services provided through federal funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of Vista View students.

Teachers, staff, and parents were involved in the goal setting and planning for the 2022-23 school year. Multiple staff meetings, SSC meetings, ELAC meetings, and Title I were used to gather ideas, input, and voices from all stakeholders. I-Ready results were reviewed with the various stakeholders to review our goals, focus areas and set new goals for this school year. Collaboration and feedback show that parents, students, and school staff are in alignment with the vision for Vista View.

Staff Meetings, Leadership Meetings, and SSC Meetings in September and October 2023 included collaboration on writing the goals for the SPSA. On October 17, 2023 the SSC team met to provide input on the SPSA. On December 5, 2023, the SSC met and to approve the goals and the plan for the 2023-24 school year. In January of 2024, the SSC met again to read and approve adjustments to the SPSA in relation to the funds left to spend this school year. SSC elections were held in the 2023-24 school year for all available positions. These positions will be held for two years.

At the first SSC meeting on 09/11/23, a training was held to educate all members of SSC. SSC members were nominated and elected to various positions. At the Title I meeting held in November of 2023, parents were informed of the goals and we reviewed information regarding Vista View's Title I status as well as the budget and areas of allocation.

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

In January 2023, Ocean View was identified for Differentiated Assistance (DA). Based on the California School Dashboard reporting, our goal is to enhance equitable access for the Students with Disabilities and English Language Learner subgroups by reducing chronic absenteeism. Based on student survey data in the Healthy Kids Survey, one

root cause for chronic absenteeism is that students do not feel connected to school. In reviewing the current school practices, one area that can be enhanced to support equitable access and decrease chronic absenteeism is student supports and interventions. To provide additional, targeted support for this subgroup, Vista View's staff will create a structure for soft-landing check-ins for students with high levels of chronic absenteeism. We will continue to take student survey data and create elective programs that are of high interest for our students. Based on data, we have given away bikes for perfect attendance. Written notes will be sent home to students from staff. A best buddies elective was created to link general education students to our students with disabilities and make sure all people feel grounded to school.

Another resource inequity Vista View is targeting between this school year and next school year is the academic needs of our English Learners and Students with Disabilities. The data the school received from iReady indicated 2.29% of ELs are at grade level or above in reading, and 4.0% in math. For students with special needs, 3.06% were at or above grade level in reading, and 1.02% in math. The following SPSA goals and strategies have been developed to support student achievement for these subgroups, which will be addressed in Goal 1 and Goal 2.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vista View Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.39%	0.51%	1	2	3
African American	0.9%	0.77%	1.36%	5	4	8
Asian	29.9%	30.37%	27.72%	159	157	163
Filipino	0.8%	0.77%	0.51%	4	4	3
Hispanic/Latino	50.8%	49.13%	55.1%	270	254	324
Pacific Islander	0.6%	1.16%	0.51%	3	6	3
White	14.3%	13.93%	10.2%	76	72	60
Multiple/No Response	2.1%	2.51%	3.57%	11	13	21
Total Enrollment				532	517	588

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	172	170	210
Grade 7	178	172	205
Grade 8	182	175	173
Total Enrollment	532	517	588

Conclusions based on this data:

1. Vista View's enrollment increased by 71 students from 2022 to 2023.

2. The Asian population decreased 3% from 2022-23 to 2023-24.

3. The White population decreased by 12 students from 2022/23 - 2023/24

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	132	125	173	24.8%	24.2%	29.4%
Fluent English Proficient (FEP)	188	182	192	35.3%	35.2%	32.7%
Reclassified Fluent English Proficient (RFEP)	182	176		6.1%	34.0%	

Conclusions based on this data:

1. The number of English Learners increased buy 48 students from last year to this school year.

2. The number of Fluent English Proficient students increased by 10 students from last school year to this year.

3. The percentage of Reclassified students ...

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	167	169	205	0	165	203	0	165	203	0.0	97.6	99.0
Grade 7	174	167	202	0	161	200	0	161	200	0.0	96.4	99.0
Grade 8	181	162	167	0	155	166	0	155	166	0.0	95.7	99.4
All Grades	522	498	574	0	481	569	0	481	569	0.0	96.6	99.1

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2534.	2492.		24.24	14.78		32.12	23.65		18.79	23.65		24.85	37.93
Grade 7		2532.	2561.		14.91	20.50		27.95	35.00		27.95	22.50		29.19	22.00
Grade 8		2558.	2549.		17.42	11.45		32.26	33.13		23.23	28.92		27.10	26.51
All Grades	N/A	N/A	N/A		18.92	15.82		30.77	30.40		23.28	24.78		27.03	29.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		27.27	13.79		51.52	52.71		21.21	33.50
Grade 7		16.77	18.00		61.49	67.00		21.74	15.00
Grade 8		21.94	15.66		56.13	60.84		21.94	23.49
All Grades		22.04	15.82		56.34	60.11		21.62	24.08

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		14.55	12.32		56.36	51.23		29.09	36.45
Grade 7		14.29	27.00		60.87	52.50		24.84	20.50
Grade 8		24.52	13.86		46.45	54.82		29.03	31.33
All Grades		17.67	17.93		54.68	52.72		27.65	29.35

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		17.58	12.32		69.70	70.44		12.73	17.24
Grade 7		12.42	13.00		72.67	75.00		14.91	12.00
Grade 8		14.19	7.83		68.39	78.92		17.42	13.25
All Grades		14.76	11.25		70.27	74.52		14.97	14.24

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		24.24	15.76		65.45	58.62		10.30	25.62
Grade 7		19.88	23.00		58.39	62.50		21.74	14.50
Grade 8		21.94	18.07		60.00	68.07		18.06	13.86
All Grades		22.04	18.98		61.33	62.74		16.63	18.28

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Conclusions based on this data:

1. The percentage of students that Met the standard stayed the same from 2022-2023.

2. The percentage of students scoring Below Standard in Reading increased approximately 3% from 2022-2023.

3. The percentage of students tested sincreased by 3% from 2022-2023.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	167	169	205	0	164	205	0	163	205	0.0	97.0	100.0
Grade 7	174	167	202	0	161	200	0	161	200	0.0	96.4	99.0
Grade 8	181	162	167	0	154	166	0	154	166	0.0	95.1	99.4
All Grades	522	498	574	0	479	571	0	478	571	0.0	96.2	99.5

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2528.	2506.		25.77	17.07		16.56	21.95		28.22	25.37		29.45	35.61
Grade 7		2516.	2547.		14.91	23.50		19.88	23.50		21.74	21.00		43.48	32.00
Grade 8		2564.	2558.		26.62	25.90		16.23	9.04		18.83	30.72		38.31	34.34
All Grades	N/A	N/A	N/A		22.38	21.89		17.57	18.74		23.01	25.39		37.03	33.98

Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		27.61	20.00		45.40	45.37		26.99	34.63
Grade 7		19.88	27.50		42.86	40.50		37.27	32.00
Grade 8		32.47	29.52		40.91	42.77		26.62	27.71
All Grades		26.57	25.39		43.10	42.91		30.33	31.70

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		20.25	14.63		47.24	52.20		32.52	33.17
Grade 7		17.39	25.00		53.42	49.50		29.19	25.50
Grade 8		21.43	18.67		44.81	51.20		33.77	30.12
All Grades		19.67	19.44		48.54	50.96		31.80	29.60

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		20.25	11.71		54.60	58.05		25.15	30.24
Grade 7		13.04	21.00		59.63	60.00		27.33	19.00
Grade 8		20.13	18.67		61.04	60.84		18.83	20.48
All Grades		17.78	16.99		58.37	59.54		23.85	23.47

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Conclusions based on this data:

1. The percentage of students that had Standard Not Met overall reduced by 5% from 2022 to 2023.

2. The percentage of students that scored Stanard Exceeded for Problem Solving/Modeling Data Analysis maintained from 2022 to 2023.

3. The percentage of students in each area for Communicating Reasoning maintained from 2022 to 2023.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1503.8	1536.9	1524.0	1500.4	1526.7	1521.7	1506.7	1546.7	1525.8	56	37	82
7	1525.1	1546.9	1551.9	1526.4	1555.3	1545.2	1523.3	1538.0	1558.0	41	42	48
8	1568.1	1581.3	1561.8	1579.6	1598.4	1572.5	1556.1	1563.8	1550.6	35	33	33
All Grades										132	112	163

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.55	24.32	12.20	36.36	40.54	41.46	30.91	24.32	31.71	18.18	10.81	14.63	55	37	82
7	31.71	28.57	35.42	24.39	35.71	29.17	21.95	28.57	27.08	21.95	7.14	8.33	41	42	48
8	25.71	48.48	24.24	48.57	15.15	42.42	14.29	36.36	30.30	11.43	0.00	3.03	35	33	33
All Grades	22.90	33.04	21.47	35.88	31.25	38.04	23.66	29.46	30.06	17.56	6.25	10.43	131	112	163

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Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.27	43.24	31.71	43.64	29.73	39.02	14.55	18.92	21.95	14.55	8.11	7.32	55	37	82
7	36.59	42.86	43.75	34.15	40.48	41.67	14.63	9.52	6.25	14.63	7.14	8.33	41	42	48
8	54.29	51.52	48.48	25.71	27.27	36.36	11.43	18.18	12.12	8.57	3.03	3.03	35	33	33
All Grades	37.40	45.54	38.65	35.88	33.04	39.26	13.74	15.18	15.34	12.98	6.25	6.75	131	112	163

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	Written Language														
	Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.91	10.81	3.66	20.00	29.73	28.05	38.18	51.35	39.02	30.91	8.11	29.27	55	37	82
7	9.76	9.52	14.58	29.27	21.43	37.50	29.27	50.00	33.33	31.71	19.05	14.58	41	42	48
8	14.29	24.24	6.06	31.43	24.24	33.33	34.29	42.42	42.42	20.00	9.09	18.18	35	33	33
All Grades	11.45	14.29	7.36	25.95	25.00	31.90	34.35	48.21	38.04	28.24	12.50	22.70	131	112	163

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Listening Domain														
	Percentage of Students by Domain Performance Level for All Students														
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
6	14.55	18.92	17.07	69.09	70.27	67.07	16.36	10.81	15.85	55	37	82			
7	12.20	14.29	14.58	63.41	64.29	70.83	24.39	21.43	14.58	41	42	48			
8	25.71	30.30	21.21	62.86	66.67	69.70	11.43	3.03	9.09	35	33	33			
All Grades	16.79	20.54	17.18	65.65	66.96	68.71	17.56	12.50	14.11	131	112	163			

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	Speaking Domain														
	Percentage of Students by Domain Performance Level for All Students														
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
6	52.73	56.76	48.78	30.91	37.84	40.24	16.36	5.41	10.98	55	37	82			
7	65.85	71.43	66.67	21.95	23.81	25.00	12.20	4.76	8.33	41	42	48			
8	71.43	63.64	81.82	22.86	33.33	18.18	5.71	3.03	0.00	35	33	33			
All Grades	61.83	64.29	60.74	25.95	31.25	31.29	12.21	4.46	7.98	131	112	163			

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Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.73	13.51	7.32	23.64	54.05	34.15	63.64	32.43	58.54	55	37	82
7	21.95	9.52	18.75	31.71	38.10	43.75	46.34	52.38	37.50	41	42	48
8	14.29	24.24	12.12	45.71	51.52	45.45	40.00	24.24	42.42	35	33	33
All Grades	16.03	15.18	11.66	32.06	47.32	39.26	51.91	37.50	49.08	131	112	163

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Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	12.73	27.03	28.05	72.73	70.27	63.41	14.55	2.70	8.54	55	37	82
7	9.76	9.52	31.25	75.61	83.33	64.58	14.63	7.14	4.17	41	42	48
8	5.71	6.06	9.09	88.57	93.94	90.91	5.71	0.00	0.00	35	33	33
All Grades	9.92	14.29	25.15	77.86	82.14	69.33	12.21	3.57	5.52	131	112	163

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The ELPAC Overall Level 3 scores increased by 7 % from 2022 to 2023.

2. The ELPAC Writting Domain Level 4 scores increased 11% from 2022 to 2023.

3. Overall, the ELPAC scores in Domain Level 4 decreased from 202-2023.

School and Student Performance Data

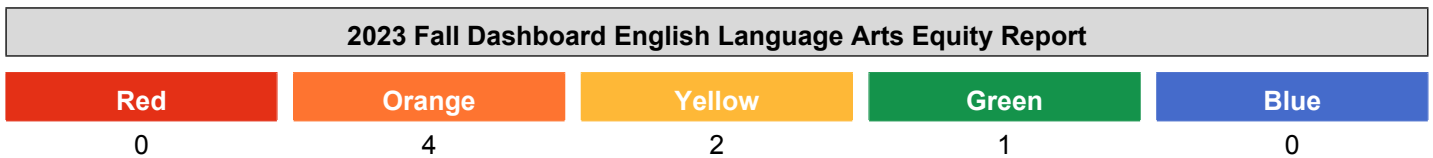## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
588	**78.1**	**29.4**	**0.3**
Total Number of Students enrolled in Vista View Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	173	29.4
Foster Youth	2	0.3
Homeless	59	10
Socioeconomically Disadvantaged	459	78.1
Students with Disabilities	101	17.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.4
American Indian	3	0.5
Asian	163	27.7
Filipino	3	0.5
Hispanic	324	55.1
Two or More Races	21	3.6
Pacific Islander	3	0.5
White	60	10.2

Conclusions based on this data:

1. A quarter of Vista View's student population are English Learners. This information is pertinent when examining the ELPAC scores and SBA scores of this student group. To close the achievement gap, they will need a more intensive form of targeted intervention.

2. Socioeconomically disadvantaged students total just below 80% of the total school population. Less than 200 students attending Vista View fall outside of this subgroup. This means that a portion of the English Learners are also socioeconomically disadvantages as well.

3. Asian students and Hispanic students make up the majority of the school population. Based on recent trends, there is an increasing population of Vietnamese students attending the middle school.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. Mathematics and ELA progress is reported at the Low level for all students.

2. Suspension rates is identified at the Medium level.

3. English Learners are making academic gains with a reporting of Very High.

School and Student Performance Data

Academic Performance
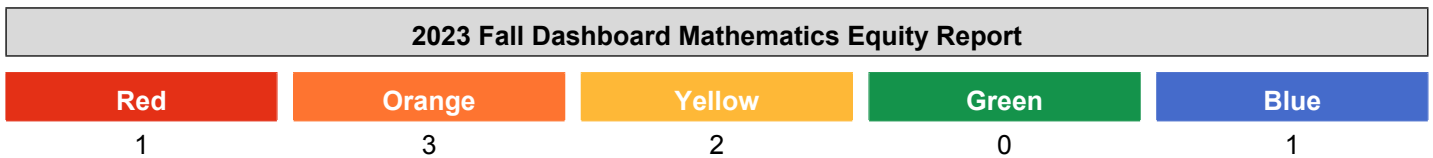### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	2	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
15 points below standard	57.6 points below standard	
Decreased -8.1 points	Decreased Significantly -27.8 points	3 Students
557 Students	247 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
30.3 points below standard	28.2 points below standard	106.6 points below standard
Increased Significantly +24.3 points	Decreased -9.8 points	Increased +7.1 points
55 Students	440 Students	96 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students

7 Students | Less than 11 Students

3 Students | Green

43.5 points above standard

Increased +8 points

159 Students | Less than 11 Students

3 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange

49 points below standard

Decreased Significantly - 15.4 points

307 Students | 71.4 points above standard

Increased Significantly +39.3 points

18 Students | Less than 11 Students

3 Students | Yellow

14.9 points below standard

Increased +4.1 points

54 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106 points below standard

Decreased -5.3 points

149 Students | 15.9 points above standard

Decreased Significantly -19.3 points

98 Students | 5 points below standard

Increased +10.5 points

205 Students |

Conclusions based on this data:

1. Asian students performed 35 points Above Standard.

2. All students performed 6.8 points Below Standard.

3. Reclassified English Learners performed 35.3 points Above Standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	0	1

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
30.6 points below standard	75.1 points below standard	
Maintained +0.4 points	Decreased -10.2 points	3 Students
558 Students	247 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
50.5 points below standard	46.5 points below standard	145.4 points below standard
Increased Significantly +44.3 points	Increased +4.7 points	Maintained +1.8 points
55 Students	440 Students	97 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	Blue 47.7 points above standard Increased +12.4 points 159 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 75.5 points below standard Maintained +1.5 points 307 Students	64.8 points above standard Increased Significantly +61.1 points 18 Students	Less than 11 Students 3 Students	Orange 30.9 points below standard Decreased -3.1 points 55 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
129.4 points below standard Increased +7.3 points 149 Students	7.5 points above standard Increased +5.9 points 98 Students	25.9 points below standard Increased +5.5 points 206 Students

Conclusions based on this data:

1. Asian students performed 35 points Above Standard.

2. Hispanic students scored 77 points Below Standard.

3. Reclassified students performed 1.6 points Above Standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
44.8 points above standard making progress towards English language proficiency
Number of EL Students: 163 Students
Performance Level: 2
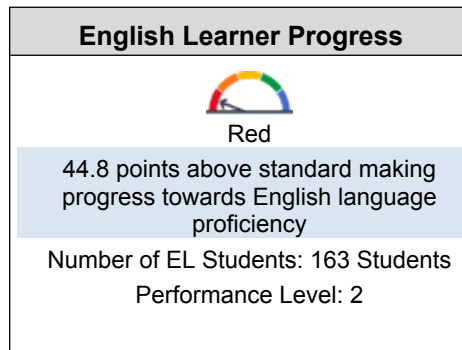
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
53	36	12	59

Conclusions based on this data:

1. 73.4% of English Learners made academic progress.

2. 67 students progressed at least one ELPI Level.

3. 12 students decreased in ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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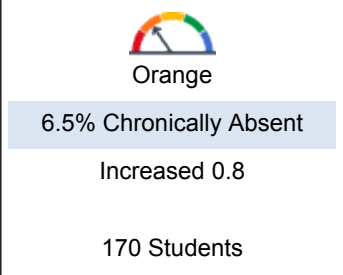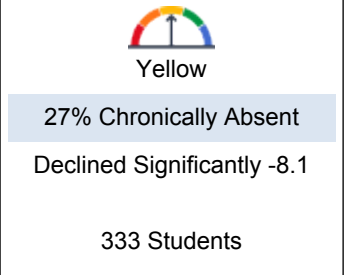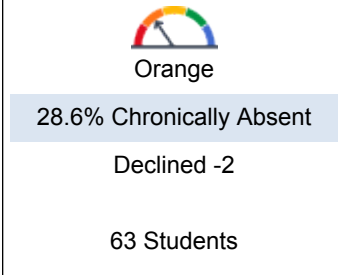
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

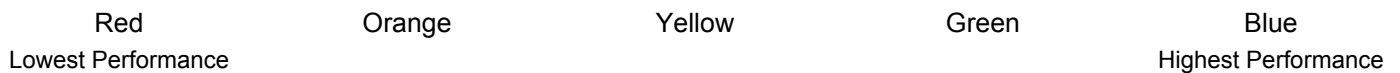**Conclusions based on this data:**

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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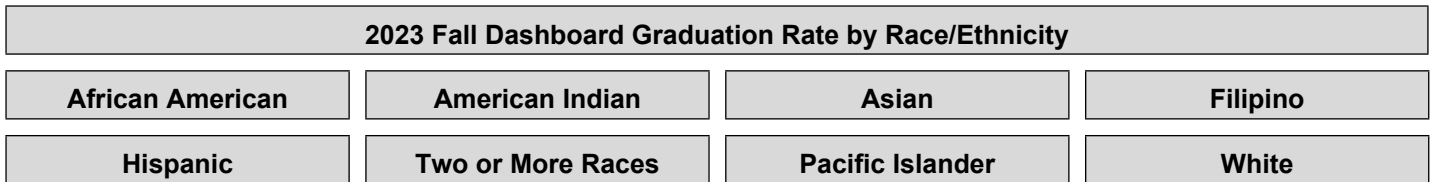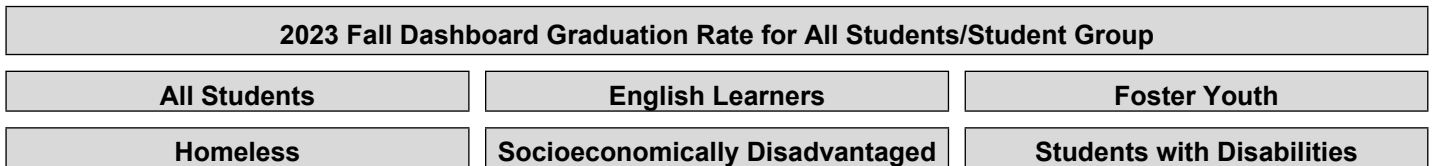
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Red	Orange	Yellow	Green	Blue

Lowest Performance .... Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
20.9% Chronically Absent	29.6% Chronically Absent	
Declined Significantly -5.1	Declined -2.5	4 Students
607 Students	179 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
29% Chronically Absent	24.2% Chronically Absent	33.3% Chronically Absent
Declined -11.9	Declined Significantly -4.4	Declined -7.3
62 Students	476 Students	108 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Orange	Less than 11 Students
8 Students	3 Students	6.5% Chronically Absent	3 Students
		Increased 0.8	
		170 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	16.7% Chronically Absent	Less than 11 Students	Orange
27% Chronically Absent	Declined -20.2	3 Students	28.6% Chronically Absent
Declined Significantly -8.1	24 Students		Declined -2
333 Students			63 Students

Conclusions based on this data:

1. Overall, 26% of All Students were Chronically Absent.

2. 30.6% of White students were Chronically Absent.

3. 35.2% of Hispanic students were Chronically Absent.

School and Student Performance Data
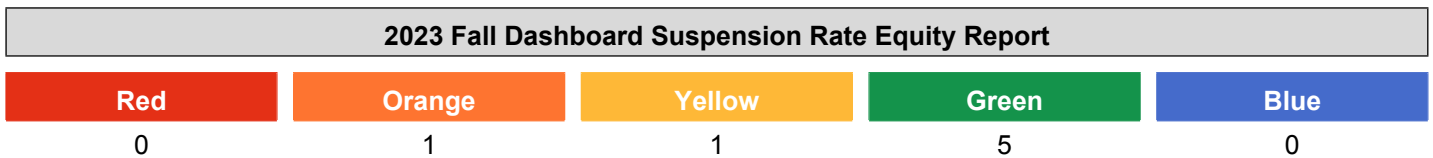
Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	5	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	Less than 11 Students
5.4% suspended at least one day	8.8% suspended at least one day	4 Students
Declined -1.7	Declined Significantly -5.7	
611 Students	182 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Green
4.8% suspended at least one day	6.7% suspended at least one day	5.5% suspended at least one day
Declined -4.3	Declined -1.2	Declined -10.2
63 Students	480 Students	110 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Orange 2.9% suspended at least one day Increased 0.5 170 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 7.4% suspended at least one day Declined -1 336 Students	0% suspended at least one day Declined -10.5 24 Students	Less than 11 Students 3 Students	Green 1.6% suspended at least one day Declined -7.9 64 Students

Conclusions based on this data:

1. Students with Disabilities and English Language Learners have the highest suspension rate.

2. 8.5% of Hispanic students were Suspended.

3. 9.1% of homeless students were Suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

By June of 2024, students' vocabulary will increase 45% as measured by the iReady diagnostic.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES & CONDITIONS OF LEARNING
To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

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

In reviewing the data from the fall 2023 I-Ready reading diagnostic, the data revealed that 64% of students are not achieving core standards. There is a need to increase the percentage of students performing at or above grade level in reading and to decrease the percentage of students working far below grade level. It is expected that increasing students' vocabulary proficiency will improve reading comprehension in all content areas.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady September 2023 - Vocabulary	iReady Reading Diagnostic Assessment - Fall 2023 School-wide: 36% Core 19% Strategic 46% Intensive Sixth Grade: 33% Core Seventh Grade: 32% Core Eighth Grade: 42% Core	For the 2023-2024 school year, Vista View will seek to achieve the following positive outcomes: iReady Reading Diagnostic Assessment -June 2024 School-wide: 80% Core 15% Strategic 5% Intensive Sixth Grade: 75% Core Seventh Grade: 75% Core Eighth Grade: 75% Core
iReady January 2024 - Vocabulary	iReady Reading Diagnostic Assessment - January 2024 School-wide: • -% Core • -% Strategic • -% Intensive Sixth Grade: --% Core Seventh Grade: --% Core	For the 2023-2024 school year, Vista View will seek to achieve the following positive outcomes: iReady Reading Diagnostic Assessment -June 2024 School-wide: 80% Core 15% Strategic

	Eighth Grade: --% Core	5% Intensive
		Sixth Grade: 75% Core Seventh Grade: 75% Core Eighth Grade: 75% Core
iReady June 2024 - Vocabulary	iReady Reading Diagnostic Assessment - June 2024 School-wide: • -% Core • -% Strategic • -% Intensive Sixth Grade: --% Core Seventh Grade: --% Core Eighth Grade: --% Core	For the 2023-2024 school year, Vista View will seek to achieve the following positive outcomes: iReady Reading Diagnostic Assessment -June 2024 School-wide: 80% Core 15% Strategic 5% Intensive Sixth Grade: 75% Core Seventh Grade: 75% Core Eighth Grade: 75% Core

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	In order to increase students' vocabulary, Vista View teachers will provided scaffolded, explicit vocabulary instruction. Students will be provided targeted vocabulary instruction in all content areas to increase their understanding of academic vocabulary and comprehension of complex text. Vista View will focus on the instruction on critical words for students, and teacher training will be provided on academic vocabulary instruction to support effective teaching practices. This includes the use of Cognitive Scaffolds, such as Thinking Maps and GATE Depth and Complexity prompts to increase literacy skills and access to content, and the use of Universal Design Learning (UDL). Oral language engagement/dialogue will be used in all content area classes so that students are using academic language and discussion to increase comprehension of grade level text. Funding will be provided to support training and resources to support instruction.	Explicit Vocabulary Instruction will support ALL students and increase vocabulary development, particularly for English Learners and Students with Disabilities.	5,000.00 Title I
1.2	In order to increase student achievement, Vista View teachers will provide small group, differentiated instruction to students, at minimum once per week as evidenced by small group differentiated schedules, Coaching Tuesdays, and administration classroom observations. Small group instruction and differentiation provides students with the tailored instruction needed to fill instructional gaps or accelerate learning. Additional support staff, including two bilingual instructional aides, and Literacy Tutors will be utilized to enhance small group instruction, and teachers will use the iReady and Foundational Skills Toolkit minilessons to support teaching and learning. Additional	Small group, differentiated instruction will support all Vista View learners. With the implementation of small group, differentiated instruction, it is expected that the performance gap for English Learners and Students with Disabilities will decrease as instructional skills gaps are filled.	22,505.91 District Funded 35,000.00 Title I

		instructional materials and technology will be purchased as needed. Teachers will participate in professional development to increase their capacity which will enable them to feel confident in the skills and strategies needed to facilitate and enhance small group instruction.		
1.3	In order to fill skill gaps and increase student achievement in reading comprehension, Vista View students will complete (at minimum) 30 minutes of I-Ready Personalized Path lessons each week. Student incentive items will be used to celebrate successful completion of lessons. Time and attention on progress in I-Ready will be reinforced through Homework Club support.	In order to fill skill gaps and increase student achievement in reading comprehension, Vista View students will complete, at minimum, 30 minutes of iReady Personalized Path lessons each week as evidenced by weekly monitoring by teachers in addition to being reinforced through afterschool homework intervention support. Student incentive items will be used to celebrate successful completion of lessons.	5,000.00 Title I	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Students' knowledge and application of Algebraic Thinking will increase 65% as measured by the I-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES & CONDITIONS OF LEARNING:
To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

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

After completing the fall 2023 iReady math diagnostic, the data revealed that 72% of students are not achieving at the core level. There is a need to increase the percentage of students performing at or above grade level in math and to decrease the percentage of students working far below grade level. It is expected that a strong foundation in Algebriac Thinking will also support other areas of math.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady September 2023 - Algebriac Thinking	iReady Math Diagnostic Assessment (Fall 2023) School-wide: 28% Core 32% Strategic 40% Intensive Sixth Grade: 26% Core Seventh Grade: 27% Core Eighth Grade: 30% Core	For the 2023-2024 school year, Vista View will seek to achieve the following positive outcomes: iReady Math Diagnostic Assessment (June 2024) School-wide: 80% Core 15% Strategic 5% Intensive Sixth Grade: 75% Core Seventh Grade: 75% Core Eighth Grade: 75% Core
iReady January 2024 - Algebriac Thinking	iReady Math Diagnostic Assessment (January 2024) School-wide: • -% Core • -% Strategic • -% Intensive Sixth Grade: --% Core Seventh Grade: --% Core	For the 2023-2024 school year, Vista View will seek to achieve the following positive outcomes: iReady Math Diagnostic Assessment (June 2024) School-wide: 80% Core 15% Strategic

	Eighth Grade: --% Core	5% Intensive Sixth Grade: 75% Core Seventh Grade: 75% Core Eighth Grade: 75% Core
iReady June 2024 - Algebriac Thinking	iReady Math Diagnostic Assessment (June 2024) School-wide: • -% Core • -% Strategic • -% Intensive Sixth Grade: --% Core Seventh Grade: --% Core Eighth Grade: --% Core	For the 2023-2024 school year, Vista View will seek to achieve the following positive outcomes: iReady Math Diagnostic Assessment (June 2024) School-wide: 80% Core 15% Strategic 5% Intensive Sixth Grade: 75% Core Seventh Grade: 75% Core Eighth Grade: 75% Core

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	In order to increase students' Algebraic Thinking skills, note taking and summarizing strategies will be used to support instruction. The intervention will further support students' ability to utilize "Math Notebooks" to model note taking, divisibility ruler, charts, and factor lists, scaffolds that support key math strategies and important vocabulary. Instruction will focus on the Priority Standard of using graphs and raw data to convert decimals/percentages/and angles in graphs. Teachers will provide support after school in a after school homework intervention. To support implementation, teacher planning time and release time will be provided and additional resources and materials will be purchased as needed.	Using note taking and summarizing strategies are expected to support all students. It is also expected to close the achievement gap for English Learners and Students with Disabilities as they develop critical math and literacy foundation skills.	5,000.00 Title I
2.2	In order to increase student achievement, Vista View teachers will provide small group, differentiated instruction to students, at minimum, once per week as evidenced by teacher small group instruction schedules, Coaching Tuesdays, and administrator classroom observations. Small group instruction and differentiation, Universal Design Learning (UDL), and Math Tutors, provide students with the tailored instruction needed to fill instructional gaps or accelerate learning. Teachers will use I-Ready to support instruction, plus additional resources will be purchased as needed. To the extend possible, examples with real life situations that are applicable for students will be utilized in math.	Small group, differentiated instruction will support all Vista View learners. With the implementation of small group, differentiated instruction, it is expected that the performance gap for English Learners and Students with Disabilities (compared to the "All Students" group) will decrease as instructional skills gaps are filled.	10,000.00 Title I
2.3	In order to fill skill gaps and increase student achievement in Algebraic thinking skills, Vista View students will complete, at minimum, 30 minutes of iReady Personalized Path lessons each week as	Completing two lessons a week in I-Ready's Personalized Path will support all Vista View	30,000.00 Title I

	evidenced by weekly monitoring by teachers in addition to being reinforced through Homework Club support. Staff will receive professional development in best practices for iReady implementation and participate in Data Talks. Additional technology and resources will be purchased as needed to support implementation.	learners. Since the program provides instruction in student's specific skill needs, it is expected that the performance gap will decrease for the English Learners and Students with Disabilities subgroups.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Positively impact student achievement by increasing parents' ability to support their child at home as measured by the LCAP Parent Survey with a focus on climate, culture, parent education, and student instruction.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Ocean View School District will continue to increase methods of communicating and engaging students, employees, parents, the community and business partners to both provide information and seek input.

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

Vista View Elementary School will positively impact student achievement by increasing parents' ability to support their child at home as measured by the LCAP survey. Current parent survey data shows that Vista View families have three areas for growth for the following: increasing the percentage of students that have one positive adult connection, increasing the percentage of students that perceive the school provides a safe emotional environment, and increasing the percentage of students that feel like they are respected by peers. An area where Vista View's staff can provide additional, focused support is in Parent Engagement. Most of the data showed that parents had 95% or better confidence in the school. However, the three areas that were below 90% are as follows: 87% of families reported that they felt their child had one positive adult connection; 88% perceived the school provided a safe emotional environment; and 90% believed their child was respected by peers. Increasing families' skills in creating connections between the home to school environment will also support the goals of increasing student achievement.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	Parent Engagement Survey Question My child has at least one positive adult connection - Yes 87% The school provides my child a safe emotional environment - 88% My child is respected by peers - 90%	Parent Engagement Survey Question My child has at least one positive adult connection - Yes 93% The school provides my child a safe emotional environment - 93% My child is respected by peers - 95%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To increase parent engagement and student achievement, Vista View will expand and enhance communication to families and the community. This will include both sending weekly messages to families via Aeries Communication/Parent Square and postings on social media (Instagram &	Increased parent contact and communication will increase achievement and support for all students. It is also expected to close the	3,000.00 Title I 8,400 District Funded

	Facebook) weekly, and Digital resources shared on the school website. To support implementation, Vista View will utilize bilingual support staff to translate communications to provide better access to school information. Additional resources will be purchased, as needed, to increase parent communication. When possible, information will be recorded and posted on the website to accomodate working parents.	achievement gap for English Learners and Students with Disabilities.	
3.2	To increase student and parent engagement, site administration will increase the number of personal calls to families. Teachers will send positive notes home to Advisement students as evidenced by tracking documents and monthly staff meeting reflection. Administration will call home to report positive feedback to families, and classified staff are writing connection cards to students as needed. The purpose of the calls will vary, but reasons can include celebrating students' success, personal invitations to parent education events, and supporting parents with absence/tardiness resources and strategies. Personal calls will also be made by school staff for parent engagement nights or parent meetings, such as ELAC. These calls will encourage active parent participation and foster a strong relationship between home and school, which will increase student engagement and achievement. To support implementation, Vista View will utilize bilingual support staff to translate communications to provide better access to school information. On campus, the school is increasing adult presence by having supervision begin at 7:30 AM, increasing the amount of supervision staff at duty, and providing campus safety monitors. The school will also make every effort provide safe travel to and fron the Oak View community.	In order to increase student achievement in both reading, math, and physical activity, Vista View will host a variety of family engagement nights where families can learn more about how to support their children at home. While it is a family event, parents will gain information on helping students with foundational math skills, strategies to support literacy, and being physically active to live a well balanced life. These events will increase achievement and support for all students. It is also expected to close the achievement gap for English Learners and Students with Disabilities.	35,000.00 Title I 8,400 District Funded
3.3	In order to boost student achievement and increase parent voice and connection to school, Vista View will provide families various means of providing input and feedback regarding Parent Education and family engagement events. These input sessions will be in the form of digital surveys or meetings, for example, Breakfast with the Principal both in-person and via Zoom. The data from these surveys will be shared with other educational stakeholders, including School Site Council and teaching staff, to better meet the needs of students and families. To implement and provide access to these events, resources and items that support the topic and student/family engagement will be purchased. Additionally, Vista View will utilize bilingual support staff to translate communications to provide better access to school information.	Family Surveys regarding Parent Education needs will support all Vista View students. Increase family connected and input will increase achievement and support for all students. It is also expected to close the achievement gap for English Learners and Students with Disabilities.	2,405.00 Title I Part A: Parent Involvement 5,000.00 Title I 8417.29 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Based on data from the 6th - 8th Grade Student Survey, Vista will improve the classroom and school climate, student relationships and students' feeling of connectedness to school in order to improve attendance and student academic achievement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

In partnership with the District, schools, parents, local agencies and the community, OVSD will develop systems, structures, programs, services, and allocate resources to provide a safe, secure, and respectful learning environment for all students, including students identified in subgroups.

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

The highest percentage of need was in the area of students perceiving they have a voice on campus. The areas we are going to give students a voice in are connected to attending school, showing kindness toward peers, and preferred methods for reward when students meet expectations, 56% of students perceived the school did not meet expectation, and 61% of students did not perceive that they are asked to have a say in how things work at school.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Climate Survey	Survey Question: Do you feel you are an important part of your school: 34.7% answered NOT AT ALL At school are you asked to have a say in the activites at your school: 39.7% answered NOT AT ALL At school are you asked to have a say in how things work: 39.8% answered NOT AT ALL	Survey Question: Do you feel you are an important part of your school: reduce NOT at All to 25% or less At school are you asked to have a say in the activites at your school: reduce NOT at All to 25% or less At school are you asked to have a say in how things work: reduce NOT at All to 25% or less
Attendance/Chronic Absentism Data	June 2023 Chronic Absentism Rate: 93.8%	Chronic Absentism Goal June 2024: 95%
PBIS Tiered Fidelity Inventory	June 2023 TFI Score of 63%	June 2024 TFI Score of 75%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	In order to increase school climate, student input, and connectedness to school, Vista View will continue to create an engaging school campus that encourages students to participate in the five Energy	To improve school climate, Vista View will implement school wide initiatives through the	30,266.00 Title I

	Bus rules. Additionally, in order to build student voice and school connectedness, the site will focus on building practices that support student motivation in classrooms with a school focus on student-driven electives and school-wide student activities that students help to determine and implement. These may include before and after-school activities, enrichment programs, assemblies, electives, field trips, ASB, and school sports in order to provide all students with a positive school experience and school connectedness. To provide additional opportunities for students to build connections and relationships, staff will implement elements of Restorative Practices, teach SEL curriculum, and have students participate in classroom Community Circles. Funding will be provided for resources, technology, the best buddies elective that helps connect studnets to peers, and the music program. Staff development will be provided in areas such as technology, VAPA, student engagement, Project-based learning, student leadership, participation in conferences, and resources and items needed to support implementation and the maintenance of these supplies will be provided.	Energy Bus for Schools that promote kindness including {Kindness Week, Words Matter Campaign, Anti Bullying Week etc.). An improved school climate will increase achievement and support for all students. It is also expected to close the achievement gap for English Learners and Students with Disabilities.	
4.2	In order to increase student attendance, student input, and connectedness to school, Vista View staff will connect with families for students that do not attend school daily and create a check in/check out system for students with chronic absenteeism. Staff (including ALC attendant) will target students to provide calls, check ins, and support to motivate students to attend school. Additionally, students will receive monthly surveys to provide input on school events. The data provided by these surveys will be used to help determine student-related topics, such as incentives and future offerings for electives and campus programs. Surveys will be shared via their Advisement class to ensure equitable participation for all students.	To improve student attendance at Vista View, individual attendance incentive plans will be implemented for students with irregular attendance. Improved student attendance will increase achievement and support for all students. It is also expected to close the achievement gap for English Learners and Students with Disabilities.	35,000.00 Title I
4.3	Staff will review student discipline data including minors and majors, and share the data with stakeholders including all staff, students and parent groups. All stakeholders will have access to the data and analyze the data to guide the implementation of PBIS provides students with the universal supports that lead to improved implementation of student expectations, communication of expectations, and student acknowledgements. Additionally, in order to increase student behavior, Vista staff will reteach behavior expectations using the school PBIS Matrix, regularly review discipline data, and share the data with stakeholders, and including student voice in the implementation of PBIS acknowledgements. The Energy Bus program also supports the existing Vista View PBIS structure. Additional resources will be purchased as needed to ensure a positive school culture and climate.	To improve student behavior at Vista View, staff will review student data to adjust the implementation of PBIS including environment changes, expectations and acknowledgements. Improved student behavior will increase achievement and support for all students. It is also expected to close the achievement gap for English Learners and Students with Disabilities.	10,000.00 Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

In partnership with District, schools, parents, local agencies and community, Vista View School will develop systems, structures, programs, services and allocate resources to provide a safe, secure, and respectful learning environment for all students, including students identified in subgroups.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$210,671
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$258,394.20
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$208,266.00
Title I Part A: Parent Involvement	$2,405.00

Subtotal of additional federal funds included for this school: $210,671.00

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

State or Local Programs	Allocation ($)
District Funded	$47,723.20

Subtotal of state or local funds included for this school: $47,723.20

Total of federal, state, and/or local funds for this school: $258,394.20

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	47,723.20
Title I	208,266.00
Title I Part A: Parent Involvement	2,405.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	47,723.20
	Title I	208,266.00
	Title I Part A: Parent Involvement	2,405.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,505.91
Goal 2	45,000.00
Goal 3	70,622.29
Goal 4	75,266.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Rasheedah Gates	Principal
Monina Borta	Classroom Teacher
Trish Bray	Classroom Teacher
Ashley Rippeon	Parent or Community Member
Keri Semmelman	Parent or Community Member
Maribel Fernandez	Parent or Community Member
Ebonee Mallette	Parent or Community Member
Daryth Morrissey	Classroom Teacher
Elizabeth Alverez	Secondary Student
Brianna Gomez	Secondary Student
Linda Brackley	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 5, 2023.

Attested:

	Principal, Rasheedah Gates on December 5, 2023
	SSC Chairperson, Maribel Fernandez on December 5, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:
- A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1.   The comprehensive needs assessment of the entire school shall:
        - a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
        - b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            - i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.
            - ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            - iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            - iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            - v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:
- A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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