



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Star View Elementary School	30-66613-6029706	November 14, 2024	January 7, 2025

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 Star View Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Star View completes a SPSA in order to engage our educational partners in the data analysis and planning process. The purpose of this plan is to fulfill state and federal requirements for schools receiving Title I funds.

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 Star View Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Star View completes a SPSA in order to engage our educational partners in the data analysis and planning process. The purpose of this plan is to fulfill state and federal requirements for schools receiving Title I funds.

Star View's mission is to meet students' 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, support, and enrichment. Star View's core educational program delivers scaffolded grade-level education 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 all students meet state academic standards.

Star View's School 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 Star View Elementary 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

Educational partnerships are important and a place where Star View's activities and success are shared, and input received. Feedback and input from key educational partner groups are critical for the ongoing success of Star View students. The SPSA was created with input from staff and parents, including engagement opportunities at Staff meetings (August 26, 2024, September 18, 2024, and October 16, 2024), PAC meetings (October 1, 2024 and October 29, 2024), SSC meetings (September 10, 2024, October 15, 2024, and November 11, 2024), ELAC meetings (September 27, 2024, November 14, 2024) and a principal's Coffee (September 13, 2024). The election of parents and staff for the SSC/ELAC was held in September 2023 for two-year terms. SSC and ELAC members received training in September 2024 to educate all members. Areas shared include EL student percentage and reclassification rate, performance data from both iReady local measures and SBAC results, Ca. Dashboard data and a culminating Needs Assessment report for the year 2024-2025.

Feedback from these meetings resulted in developing goals to be included in the SPSA (Planned Improvement Goals). At the Title 1 meeting held on September 13, 2024, parents were informed of the goals, and we reviewed information regarding Star View's Title 1 status, budget, and allocation areas. The District Local Control Accountability Plan (LCAP) was also examined to ensure that the Planned Improvement goals of the SPSA aligned with the purposes outlined in the District's LCAP.

The SPSA was approved by the Site Council on November 14, 2024.

Resource Inequities

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

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

Our needs assessment involved a review of our current academic data, parent survey results, chronic attendance rates, and student survey results. We noted resource inequity when reviewing data compared to our actions and services. Both staff and family have determined that increased student engagement and enrichment accessibility for all students is a crucial strategy at Star View. To target and maximize this for all students, teachers will investigate student needs, abilities, and prior knowledge and consult colleagues. Teachers meet in PLCs, deepen their understanding of essential

standards, identify specific areas of need, determine formative assessments, and plan instruction, but extra time is needed. The following SPSA goals and strategies require additional training and planning time within staff meetings and additional times to ensure teachers have the time to collaborate, analyze data, set learning objectives, and determine the next instructional steps to increase student capacity.

Based on the California School Dashboard reporting, we aim to enhance equitable access for all students within the disabilities subgroup by reducing chronic absenteeism. Based on the CA school dashboard data, one root cause for chronic absenteeism is engagement, social/emotional barriers, and student support and interventions. In reviewing the current school practices, one area that can be enhanced to support equitable access and decrease chronic absenteeism is to enhance chronically absent students' sense of connection and belonging. We plan to meet with every family identified with chronic absenteeism and talk with the families to build relationships and problem-solve together.

Star View's staff will focus on "Connections Before Content" to provide additional, targeted support for this subgroup. Star View staff will create a structure for soft-landing check-ins for students with high levels of chronic absenteeism. A designated staff member will start the school day, checking in with these students for a quick check-in and building a relationship with that student to help them transition from home to school. This will reduce anxiety and increase student motivation for attending school. Also put in place will be increased Restorative Practices or Community Circles and more Family Engagement Nights/Activities. These action steps will support chronically absent students' feelings of acceptance and connection with the school staff, students, and families. In October, we increased the awareness of "inclusion," a character trait the entire school is working on, and will be followed up all year with activities with increased mainstreaming opportunities and training in Universal Design Learning, small group instruction, weekly hands-on science, and daily writing practice for all students. This effort will be ongoing all year, with specialized increased engagement activities for our SDC classrooms.

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.

Overall, Star View did not score in the red or orange group for overall performance on the State Dashboard.

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.

ELA for the English Learners subgroup is in the orange and the Low Income subgroup scored yellow. While All Students scored green for chronic absenteeism, the Low Income, Students with Disabilities, Hispanic, and white scored in the Yellow. While All Students scored yellow for suspension, English Learners, Low Income, Students with Disabilities, and Hispanic are in the orange for the year 2023.

Other Needs

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

We continue to work on the absenteeism and suspension rates for this year, being more proactive in programs and strategies to reduce this area.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Star View Elementary 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.51%	0.52%	0.24%	2	2	1
African American	0.77%	0.77%	0.48%	3	3	2
Asian	56.04%	52.58%	51.80%	218	204	216
Filipino	1.80%	2.06%	2.64%	7	8	11
Hispanic/Latino	20.31%	22.42%	24.22%	79	87	101
Pacific Islander	1.03%	1.29%	0.24%	4	5	1
White	12.85%	12.63%	12.23%	50	49	51
Multiple	5.40%	6.7%	7.19%	21	26	30
Total Enrollment				389	388	417

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	75	53
Grade 1	64	58	48
Grade 2	53	62	68
Grade3	68	59	68
Grade 4	60	71	62
Grade 5	55	63	77
Total Enrollment	389	388	417

Conclusions based on this data:

1. Based on the results, our largest demographic group is Asian American (52%), with the second largest group being Hispanic/Latino (24%).
2. The grade level numbers indicate that most grades are of a similar size, with fifth grade having the largest number of students and 1st grade the smallest.
3. Total enrollment at Star View has remained constant from 389 students in 2021-2023 to 388 Students in 2022-23. This year, in 2023, enrollment is up to 417 students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	97	92	84	25.1%	24.9%	20.1%
Fluent English Proficient (FEP)	58	54	65	12.2%	14.9%	15.6%
Reclassified Fluent English Proficient (RFEP)	46			6.8%	11.8%	20%

Conclusions based on this data:

1. Based upon the data, the English Language learner population decreased slightly each year, with 2023-2024 at 20.1%
2. The percentage of Fluent English proficient students has decreased by about 1% over the past year.
3. The percentage of Reclassified students has increased each year, from 2021-2024.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	58	68	69	58	67	69	58	67	100.0	100.0	98.5
Grade 4	62	72	62	62	72	62	62	72	62	100.0	100.0	100
Grade 5	56	61	76	56	61	75	56	61	75	100.0	100.0	98.7
All Grades	187	191	206	187	191	204	187	191	204	100.0	100.0	99

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2428.	2472.	2457.	20.29	46.55	43.28	30.43	27.59	17.91	24.64	15.52	20.90	24.64	10.34	17.91
Grade 4	2469.	2457.	2509.	32.26	18.06	40.32	25.81	26.39	30.65	6.45	25.00	12.90	35.48	30.56	16.13
Grade 5	2534.	2531.	2520.	37.50	37.70	29.33	28.57	24.59	32.00	16.07	14.75	24.00	17.86	22.95	14.67
All Grades	N/A	N/A	N/A	29.41	32.98	37.25	28.34	26.18	26.96	16.04	18.85	19.61	26.20	21.99	16.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.74	31.03	28.36	60.87	56.90	58.21	17.39	12.07	13.43
Grade 4	20.97	16.67	29.03	58.06	66.67	61.29	20.97	16.67	9.68
Grade 5	33.93	34.43	22.67	51.79	49.18	65.33	14.29	16.39	12.00
All Grades	25.13	26.70	26.47	57.22	58.12	61.76	17.65	15.18	11.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.14	29.31	32.84	65.22	58.62	50.75	24.64	12.07	16.42
Grade 4	20.97	16.67	24.19	54.84	58.33	61.29	24.19	25.00	14.52
Grade 5	21.43	22.95	14.67	66.07	63.93	74.67	12.50	13.11	10.67
All Grades	17.11	22.51	23.53	62.03	60.21	62.75	20.86	17.28	13.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.94	12.07	11.94	73.91	81.03	71.64	10.14	6.90	16.42
Grade 4	11.29	5.56	20.97	75.81	77.78	70.97	12.90	16.67	8.06
Grade 5	12.50	18.03	10.67	82.14	73.77	77.33	5.36	8.20	12.00
All Grades	13.37	11.52	14.22	77.01	77.49	73.53	9.63	10.99	12.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.29	37.93	32.84	59.42	46.55	52.24	20.29	15.52	14.93
Grade 4	24.19	6.94	24.19	64.52	79.17	64.52	11.29	13.89	11.29
Grade 5	32.14	31.15	22.67	57.14	54.10	65.33	10.71	14.75	12.00
All Grades	25.13	24.08	26.47	60.43	61.26	60.78	14.44	14.66	12.75

Conclusions based on this data:

1. 100% of all eligible students participated in the CAASPP ELA assessment.
2. 59.16% of all students meet or exceeded the standard in CAASPP ELA in grades 3-5. 40.84% of all students did not meet the standard in CAASPP ELA.
3. The area of greatest need is in writing and in research and inquiry.

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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	58	68	69	58	67	69	58	67	100.0	100.0	98.5
Grade 4	62	72	62	62	72	62	62	72	62	100.0	100.0	100
Grade 5	56	62	76	56	62	76	56	62	76	100.0	100.0	100
All Grades	187	192	206	187	192	205	187	192	205	100.0	100.0	99.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2447.	2497.	2475.	27.54	56.90	37.31	27.54	24.14	37.31	27.54	8.62	13.43	17.39	10.34	11.94
Grade 4	2489.	2500.	2539.	25.81	34.72	51.61	27.42	30.56	25.81	29.03	20.83	17.74	17.74	13.89	4.84
Grade 5	2528.	2541.	2520.	26.79	41.94	27.63	32.14	17.74	23.68	25.00	22.58	25.00	16.07	17.74	23.68
Grade 11															
All Grades	N/A	N/A	N/A	26.74	43.75	38.05	28.88	24.48	28.78	27.27	17.71	19.02	17.11	14.06	14.15

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.43	65.52	49.25	52.17	24.14	37.31	17.39	10.34	13.43
Grade 4	41.94	40.28	56.45	37.10	40.28	35.48	20.97	19.44	8.06
Grade 5	28.57	37.10	32.89	50.00	46.77	43.42	21.43	16.13	23.68
Grade 11									
All Grades	33.69	46.88	45.37	46.52	37.50	39.02	19.79	15.63	15.61

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.99	53.45	35.82	55.07	36.21	49.25	15.94	10.34	14.93
Grade 4	19.35	29.17	38.71	59.68	54.17	53.23	20.97	16.67	8.06
Grade 5	23.21	41.94	22.37	60.71	40.32	56.58	16.07	17.74	21.05
All Grades	24.06	40.63	31.71	58.29	44.27	53.17	17.65	15.10	15.12

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.88	48.28	37.31	47.83	46.55	50.75	20.29	5.17	11.94
Grade 4	27.42	27.78	41.94	51.61	55.56	43.55	20.97	16.67	14.52
Grade 5	25.00	29.03	19.74	66.07	58.06	64.47	8.93	12.90	15.79
All Grades	28.34	34.38	32.20	54.55	53.65	53.66	17.11	11.98	14.15

Conclusions based on this data:

1. 100% of all eligible students participated the CAASPP Math assessment.
2. 68.23% of all students met or exceeded the standard in CAASPP Math. 31.77% of all students did not meet the standard in CAASPP Math.
3. The area of greatest weakness is in demonstrating the ability to communicate reasoning and demonstrate the ability to support mathematical conclusions.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1419.8	1428.7	1421.3	1409.4	1414.7	1434.3	1443.9	1461.0	1391.2	24	23	18
1	*	1466.3	1400.2	*	1443.5	1399.6	*	1488.7	1400.4	10	11	12
2	1485.8	1469.4	1469.3	1473.5	1475.1	1456.8	1497.6	1463.2	1481.3	14	14	12
3	1487.8	1492.8	1499.5	1477.4	1484.8	1494.5	1497.8	1500.3	1503.9	19	12	15
4	1500.6	1514.6	*	1499.1	1500.6	*	1501.9	1528.2	*	14	18	10
5	1522.6	1526.5	1544.9	1507.6	1519.1	1539.6	1536.9	1533.3	1550.0	12	12	17
All Grades										93	90	84

Overall 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	26.09	11.11	29.17	17.39	50.00	16.67	30.43	27.78	29.17	26.09	11.11	24	23	18
1	*	18.18	0.00	*	36.36	58.33	*	27.27	0.00	*	18.18	41.67	*	11	12
2	14.29	0.00	33.33	57.14	64.29	25.00	21.43	28.57	8.33	7.14	7.14	33.33	14	14	12
3	10.53	25.00	26.67	47.37	33.33	33.33	26.32	33.33	20.00	15.79	8.33	20.00	19	12	15
4	14.29	27.78	*	28.57	50.00	*	42.86	11.11	*	14.29	11.11	*	14	18	*
5	8.33	33.33	41.18	50.00	33.33	35.29	41.67	16.67	5.88	0.00	16.67	17.65	12	12	17
All Grades	13.98	22.22	22.62	43.01	37.78	39.29	26.88	24.44	15.48	16.13	15.56	22.62	93	90	84

Oral 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	4.35	16.67	20.83	34.78	50.00	20.83	30.43	22.22	33.33	30.43	11.11	24	23	18
1	*	9.09	16.67	*	63.64	41.67	*	9.09	0.00	*	18.18	41.67	*	11	12
2	14.29	28.57	33.33	50.00	50.00	25.00	28.57	7.14	8.33	7.14	14.29	33.33	14	14	12
3	21.05	33.33	53.33	42.11	33.33	13.33	26.32	25.00	20.00	10.53	8.33	13.33	19	12	15
4	35.71	44.44	*	28.57	33.33	*	28.57	11.11	*	7.14	11.11	*	14	18	*
5	25.00	41.67	70.59	58.33	33.33	11.76	16.67	16.67	0.00	0.00	8.33	17.65	12	12	17
All Grades	24.73	25.56	36.90	34.41	40.00	30.95	25.81	17.78	10.71	15.05	16.67	21.43	93	90	84

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	26.09	5.56	26.09	8.70	33.33	43.48	52.17	44.44	17.39	13.04	16.67	23	23	18
1	11.11	45.45	0.00	38.89	9.09	41.67	38.89	27.27	16.67	11.11	18.18	41.67	18	11	12
2	18.52	21.43	25.00	59.26	35.71	33.33	14.81	21.43	8.33	7.41	21.43	33.33	27	14	12
3	0.00	0.00	13.33	21.43	50.00	33.33	42.86	41.67	40.00	35.71	8.33	13.33	14	12	15
4	0.00	11.11	*	9.09	44.44	*	72.73	33.33	*	18.18	11.11	*	11	18	*
5	16.67	25.00	17.65	22.22	16.67	47.06	44.44	41.67	17.65	16.67	16.67	17.65	18	12	17
All Grades	10.75	21.11	13.10	30.11	26.67	35.71	41.94	37.78	28.57	17.20	14.44	22.62	93	90	84

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	21.74	11.11	41.67	43.48	83.33	25.00	34.78	5.56	24	23	18
1	*	54.55	33.33	*	18.18	25.00	*	27.27	41.67	*	11	12
2	21.43	21.43	33.33	71.43	64.29	33.33	7.14	14.29	33.33	14	14	12
3	57.89	25.00	40.00	31.58	50.00	46.67	10.53	25.00	13.33	19	12	15
4	35.71	33.33	*	42.86	50.00	*	21.43	16.67	*	14	18	*
5	16.67	16.67	47.06	83.33	66.67	35.29	0.00	16.67	17.65	12	12	17
All Grades	35.48	27.78	32.14	49.46	48.89	47.62	15.05	23.33	20.24	93	90	84

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	8.70	27.78	50.00	52.17	61.11	37.50	39.13	11.11	24	23	18
1	*	0.00	8.33	*	81.82	50.00	*	18.18	41.67	*	11	12
2	28.57	28.57	33.33	57.14	50.00	33.33	14.29	21.43	33.33	14	14	12
3	21.05	33.33	53.33	63.16	58.33	20.00	15.79	8.33	26.67	19	12	15
4	21.43	33.33	*	71.43	50.00	*	7.14	16.67	*	14	18	*
5	41.67	58.33	76.47	58.33	33.33	5.88	0.00	8.33	17.65	12	12	17
All Grades	22.58	25.56	39.29	56.99	53.33	36.90	20.43	21.11	23.81	93	90	84

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	34.78	5.56	45.83	56.52	77.78	20.83	8.70	16.67	24	23	18
1	*	54.55	16.67	*	36.36	41.67	*	9.09	41.67	*	11	12
2	14.29	7.14	25.00	71.43	64.29	41.67	14.29	28.57	33.33	14	14	12
3	5.26	8.33	13.33	63.16	66.67	46.67	31.58	25.00	40.00	19	12	15
4	7.14	11.11	*	64.29	72.22	*	28.57	16.67	*	14	18	*
5	8.33	25.00	17.65	66.67	58.33	64.71	25.00	16.67	17.65	12	12	17
All Grades	15.05	23.33	14.29	60.22	60.00	58.33	24.73	16.67	27.38	93	90	84

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.50	39.13	27.78	41.67	39.13	38.89	20.83	21.74	33.33	24	23	18
1	*	27.27	0.00	*	54.55	66.67	*	18.18	33.33	*	11	12
2	35.71	28.57	50.00	64.29	57.14	16.67	0.00	14.29	33.33	14	14	12
3	21.05	0.00	20.00	63.16	91.67	66.67	15.79	8.33	13.33	19	12	15
4	21.43	44.44	*	64.29	44.44	*	14.29	11.11	*	14	18	*
5	16.67	41.67	47.06	83.33	41.67	35.29	0.00	16.67	17.65	12	12	17
All Grades	24.73	32.22	29.76	62.37	52.22	45.24	12.90	15.56	25.00	93	90	84

Conclusions based on this data:

- 84 students participated in the ELPAC assessment.
- 22% of the students tested scored in level 4 overall and at in level 1 overall.
- The area on the ELPAC that demonstrates the greatest need is in the written domain, with 21% of students at level 4.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
388	62.6	23.7	0.5
Total Number of Students enrolled in Star View Elementary 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	92	23.7
Foster Youth	2	0.5
Homeless	24	6.2
Socioeconomically Disadvantaged	243	62.6
Students with Disabilities	52	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.8
American Indian	2	0.5
Asian	204	52.6
Filipino	8	2.1
Hispanic	87	22.4
Two or More Races	26	6.7
Pacific Islander	5	1.3
White	49	12.6

Conclusions based on this data:

1. Star's socioeconomically disadvantaged group was the largest subgroup with 62.6% students, followed by 23,7% English Learners.
2. The Asian subgroup has the largest enrollment at 52.6%.
3. Star View's population includes 13.4% of Students with Disabilities.

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."



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Star View's Suspension Rate was in the yellow and can be improved upon.
2. English Language Arts performance was in the green, good.
3. Chronic absenteeism for Star View is in the green, good.

School and Student Performance Data

Academic Performance English Language Arts

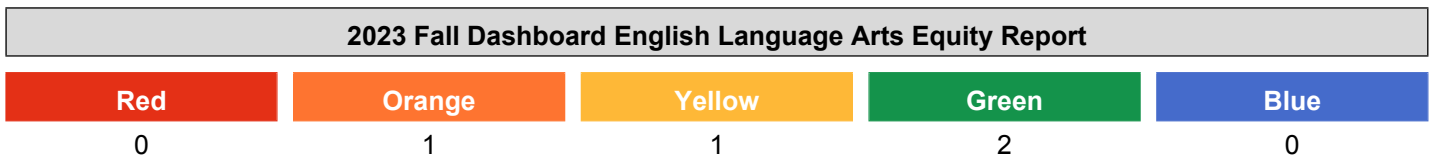
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This section provides number of student groups in each level.



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  Green 16.7 points above standard Increased +8.5 points 188 Students	English Learners  Orange 9.6 points below standard Decreased Significantly -25.7 points 70 Students	Foster Youth Less than 11 Students 1 Student
Homeless 1.1 points above standard Increased +11.7 points 15 Students	Socioeconomically Disadvantaged  Yellow 1.4 points below standard Maintained +0.4 points 121 Students	Students with Disabilities 79.4 points below standard Increased Significantly +18 points 31 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	 Green 11.3 points above standard Decreased -11.6 points 107 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.2 points above standard Increased Significantly +40 points 41 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	46.6 points above standard Increased Significantly +45.7 points 25 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
88.2 points below standard Decreased Significantly -19 points 29 Students	46 points above standard Decreased Significantly -34.6 points 41 Students	26.8 points above standard Increased Significantly +28.7 points 105 Students

Conclusions based on this data:

1. Reclassified English Learners are performing 46 points above standard.
2. Current English Learners are scoring 88.2 points below standard.
3. In ELA, EL students are performing 9.6 points below standard.

School and Student Performance Data

Academic Performance Mathematics

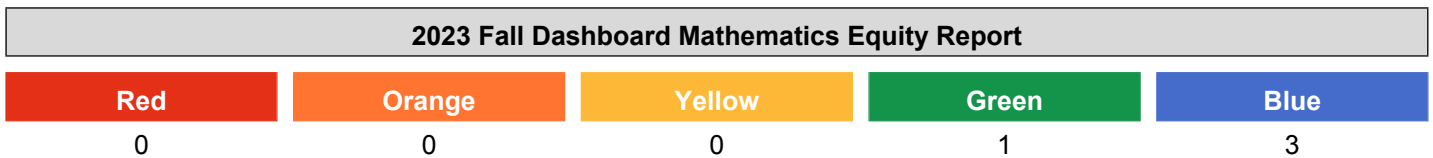
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This section provides number of student groups in each level.



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  Blue 31.4 points above standard Increased Significantly +23.3 points 188 Students	English Learners  Green 13.7 points above standard Maintained -1.4 points 70 Students	Foster Youth Less than 11 Students 1 Student
Homeless 23.7 points above standard Increased +11.1 points 15 Students	Socioeconomically Disadvantaged  Blue 17.1 points above standard Increased Significantly +23.2 points 121 Students	Students with Disabilities 47.5 points below standard Increased Significantly +59 points 31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	 Blue 36.8 points above standard Increased +14.3 points 107 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 6.9 points above standard Increased Significantly +30.6 points 41 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	44.9 points above standard Increased Significantly +46.2 points 25 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
54.3 points below standard Maintained +1 points 29 Students	61.8 points above standard Decreased -6.5 points 41 Students	39 points above standard Increased Significantly +39.9 points 105 Students

Conclusions based on this data:

1. Reclassified students performed 61.8 points above standard in Math.
2. Math is a strength at Star View.
3. The English Learners are scoring 13.7 points above standards.

School and Student Performance Data

Academic Performance English Learner Progress

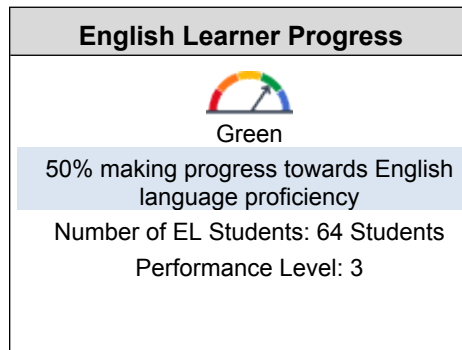
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
6	26	1	31

Conclusions based on this data:

1. 50% of English learners are making progress toward English language proficiency..
2. The English learner population is comprised of 64 students.
3. 32 students maintained or progressed at least one level in the ELPI

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report






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
<p>Green</p> <p>8.4% Chronically Absent</p> <p>Declined Significantly -5.7</p> <p>394 Students</p>	<p>Green</p> <p>7.2% Chronically Absent</p> <p>Declined -1.8</p> <p>97 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>19.2% Chronically Absent</p> <p>Declined -2.5</p> <p>26 Students</p>	<p>Yellow</p> <p>10.7% Chronically Absent</p> <p>Declined Significantly -6</p> <p>253 Students</p>	<p>Yellow</p> <p>17.2% Chronically Absent</p> <p>Declined -16.1</p> <p>58 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Green 3.9% Chronically Absent Declined -1.5 204 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.5% Chronically Absent Declined -9.9 92 Students	3.2% Chronically Absent Declined -22.7 31 Students	Less than 11 Students 5 Students	 Yellow 10.2% Chronically Absent Declined -7.4 49 Students

Conclusions based on this data:

1. School-wide, 8.4% of all the students were chronically absent, which is a significant improvement over the year before.
2. 17.2% of students with disabilities were chronically absent, the highest subgroup.
3. English learners had better attendance than the general school population.

School and Student Performance Data

Conditions & Climate Suspension Rate

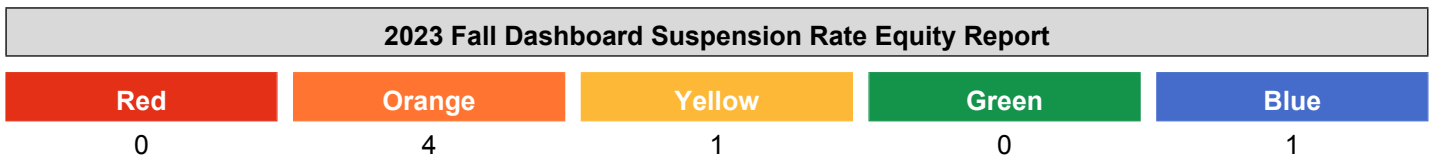
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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
 Yellow	 Orange	Less than 11 Students 3 Students
1% suspended at least one day	2.1% suspended at least one day	
Increased 0.5 398 Students	Increased 2.1 97 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	 Orange	 Orange
Maintained 0 28 Students	1.6% suspended at least one day	3.4% suspended at least one day
	Increased 0.8 256 Students	Increased 2.1 59 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center">  Yellow 1% suspended at least one day Increased 1 206 Students </p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Orange 2.2% suspended at least one day Increased 1 93 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 31 Students </p>	<p>Less than 11 Students 5 Students</p>	<p align="center">  Blue 0% suspended at least one day Declined -1.9 50 Students </p>

Conclusions based on this data:

1. For the entire school, 1% of the students were suspended at least once.
2. Students with disabilities is the highest level of suspensions with 3.4%
3. The White subgroup suspended declined.

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.

English-Language Arts

Using the iReady September 2024 and March/May 2025 diagnostic assessments, the All Students group will increase from 66.83% Core to 80% Core. Smarter Balanced Assessments English Language Arts met/exceeded results for All students will increase from 64.21% in 2023-24 to 70% in 2024-25 through a focus on writing. The 2024 Dashboard results will maintain Green status or increase to Blue status.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES AND CONDITIONS OF LEARNING

LCAP GOAL 1 & 2. To enrich and accelerate achievement for all students, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovate and unique programs to address the opportunity gap between subgroups. Targeted student groups will be provided support to increase achievement gaps and increase 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.

While some Star View students are on track for success with reading, the Fall iReady data indicates that the English learners (12%) and Students with Disabilities (0%) scored significantly lower than our All student group (48%). The 2023-24 SBA results indicate that while All students (64.21%) scored met/exceed, the English learner (14.29%), Students with Disabilities (31.26%), and Low Income (57.58%) students scored lower. By looking deeper, we plan to increase a focus on writing to support the overall improvement of SBA ELA scores. While All students scored at the Green status on the 2023 California Dashboard, the English learners scored in the Orange, and Low-Income students scored in the Yellow status.

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 Reading: At or Above All Student Group and Subgroups	iReady Data: Diagnostic 1, September 2024 All students At/Above (Core): 48% 1 grade level below (Strategic): 36% 2+ grade levels below (Intensive): 16% Subgroups: English learner (Core): 14.29% Low Income (Core): 46% Students with Disabilities (Core): 0%	iReady Data: Diagnostic 3, March/May, 2025 All students At/Above (Core): 80% 1 grade level below (Strategic): 15% 2+ grade levels below (Intensive): 5% Subgroups: English learner (Core): 50% Low Income (Core): 75% Students with Disabilities (Core): 15%
CAASPP Assessments - English Language Arts for All Students and Subgroups: Standard Met and Exceeded	CAASPP: 2023-2024 Scoring Met/Exceeded: All Students 64.21% Subgroups:	CAASPP: 2024-2025 Scoring Met/Exceeded: All Students 70% Subgroups:

	English Learners: 14.29% met or exceeded (our greatest need) Students with Disabilities: 31.26%	English Learners: 20% met or exceeded (our greatest need) Students with Disabilities: 36%
2023 CA Dashboard - English Language Arts	CA 2023 Dashboard All Students: Green Status English learners: Orange Status Low Income: Yellow Status	CA 2024 Dashboard All Students: Green/Blue Status English learners: Yellow Status Low Income: Green Status

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	Regular interactive writing to improve written expression and connection to reading - Students will become more proficient in communicating ideas through participating in mini-lessons and writing, at minimum three times a week (mentor texts, read-like-a-writer discussions, writing folders, student products, Interim assessments, etc.). Students will receive writing instruction using resources like Write From the Beginning and Momentum to increase their skills in organizing ideas, developing a big idea, and improving their grammar. A rubric will measure an improvement from the beginning to the end-of-the-year writing prompts. Additionally, student engagement practices will be observed through coaching Tuesdays and administrator classroom visits. Teachers will receive collaborative planning time to design lessons and assess student progress, additional support staff will support this implementation, and additional materials will be purchased to support the reading-writing connection and the library.	Teachers will closely integrate reading and writing instruction in all academic areas to help all students develop strong literacy skills. Text, implicit and explicit questions, and collaboration will benefit all students, especially English Learners, Economically Disadvantaged subgroups, and Special Needs students.	10,000 Title I 4000-4999: Books And Supplies 700 Title I 1000-1999: Certificated Personnel Salaries 2000 Title I 1000 Title I 2000 Title I 1300 Title I
1.2	Small Group Differentiated Instruction will support all Star 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. Star View teachers will provide targeted instruction (shared reading, problem-solving, justifying a claim, GATE strategies, Write from the Beginning, workshops, etc.) three times a week at minimum. Small group, differentiated instruction provides students with tailored instruction to fill learning gaps or accelerate learning. Support staff will use iReady/Foundational Skills Toolkit and phonic instruction to support teaching and learning. This will be measured by Coaching Tuesdays, a collection of small group student work, differentiated instruction schedules, and administrator classroom visitations. Additional instructional materials (mentor texts, vocabulary supplemental materials, informational magazines,	Teaching methods and content will be designed to meet the diverse needs of all students through small-group differentiated instruction. Techniques of differentiation will include small group work, EL implicit and explicit teaching strategies, vocabulary development, hands-on learning, and reteaching foundational skills. Equitable learning opportunities will increase as accommodations in	10,000 Title I 2000-2999: Classified Personnel Salaries 17,244 Title I 1000-1999: Certificated Personnel Salaries 2100 Title I 7500 Title I 18935.19

	etc.), technology, release days for collaboration, and professional development will be purchased as needed.	individual students' learning styles, interests, and readiness levels are met. The performance gap will shrink for all students, especially in the EL, Socio-Disadvantaged, and Special Needs students.	District Funded
1.3	iReady Personalized Path. To increase student achievement in English Language Arts, Star View students will complete, at minimum, 30 minutes/2 activities of iReady Personalized Path lessons each week, used as teachers meet with small groups. The performance gaps are expected to decrease for EL, Special Needs, and Low-Income subgroups. Weekly and monthly reports will provide evidence. Teachers will be provided release time for collaborative planning to progress, monitor, and analyze data.	i-Ready's Personalized Path will support all Star View learners. Since the program provides instruction tailored to students' specific skill needs, the performance gap is expected to decrease for English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups.	3000 Title I 1000-1999: Certificated Personnel Salaries

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.

The 2023-24 strategies and activities were implemented as planned. We continue to see increased results with the students' iReady achievement and growth. Grade Level Mastery moved from 44% to 79% mastery. Informational Text moved from 38% to 70%.

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

There was a greater emphasis on hands-on and project based learning and novel studies. A greater emphasis need to continue on comprehension, in both literature and informative literature as well as in writing.

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.

Changes made were to track and support EL learners in Reading Comprehension and vocabulary development.

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.

Mathematics - Communication and application of problem solving skills

Using the iReady September 2024 and March/May 2025 diagnostic assessments, the All Students group will increase from 34% Core to 80% Core. Smarter Balanced Assessments English Language Arts met/exceeded results for All students will increase from 66.83% in 2023-24 to 72% in 2024-25 through a focus on writing. The 2024 Dashboard results will maintain Green status or increase to Blue status.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES AND CONDITIONS OF LEARNING

LCAP GOAL 1 & 2. To enrich and accelerate achievement for all students, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovate and unique programs to address the opportunity gap between subgroups. Targeted student groups will be provided support to increase achievement gaps and increase 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.

While some Star View students are on track for success with mathematics, the Fall iReady data indicates that the English learners (5%) and Students with Disabilities (0%) scored significantly lower than our All student group (34%). The 2023-24 SBA results indicate that while All students (66.83%) scored met/exceed, the English learner (12%) and Students with Disabilities (37.51%). By looking deeper, we plan to increase a focus on communicating and applying problem-solving skills to support the overall improvement of SBA Math scores. While All students scored at the Blue status on the 2023 California Dashboard, the English learners scored in the Green, so we would like to maintain the Green or move it to Blue.

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 Mathematics: At or Above All Student Group and Subgroups	iReady Data: Diagnostic 1, September, 2024 At/Above (Core): 34% 1 grade level below (Strategic): 50% 2+ grade levels below (Intensive): 16% English learner (Core): 12% Students with Disabilities (Core): 0%	iReady Data: Diagnostic 3, March/May, 2025 At/Above (Core): 80% 1 grade level below (Strategic): 15% 2+ grade levels below (Intensive): 5% English learner (Core): 70% Students with Disabilities (Core): 45%
CAASPP Assessments - Mathematics for All Students and Subgroups: Standard Met and Exceeded	CAASPP: 2023-2024 All Learners: 66.83% met or exceeded EL: 59.52% Students with disabilities: 37.51%	CAASPP: 2024-2025 All Learners: 72% met or exceeded EL: 65% Students with disabilities: 40%
2023 CA Dashboard - Mathematics	CA 2023 Dashboard All Students: Blue Status	CA 2024 Dashboard All Students: Blue Status

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	<p>Mathematical Communication and Agency through Problem Solving- To increase student achievement in the communication of mathematical problem-solving, Star View students will engage in real-world activities, incorporating mathematical skills and sharing conclusions. Students will be asked to explain their thinking orally or in writing. Evidence will be provided through science journals with Project Lead the Way, project-based learning activities, Interim assessments, and writing samples using student math text. Through administrative walkthroughs, number talks, think-pair sharing, small groups, collaboration in math production and DOK 3 (reasoning/planning with multiple solutions/methods) will be observed. Equitable learning opportunities will increase as accommodations are made for individual students' learning styles, interests, and readiness levels. Technology, resources, and materials will be provided to support implementation, materials, and student projects.</p>	<p>Problem-solving and real-world application opportunities will enhance mathematical engagement, increase understanding of mathematical applications, and decrease the achievement gap in English Learners, Special Needs, and Low-Income subgroups.</p>	<p>1206 Title I 1000-1999: Certificated Personnel Salaries 17500 Title I 4000-4999: Books And Supplies 28000 Title I 5800: Professional/Consulting Services And Operating Expenditures</p>
2.2	<p>ST Math will be utilized to increase student outcomes in conceptualizing numbers and problem-solving strategies. To increase students' foundational math and problem-solving skills, students will complete a designated number of weekly puzzles based on grade-level spans in ST Math. Students will learn to support mathematical conclusions and work towards achieving the grade-level pathway, measured by monthly reports and a yearly goal of 70% completion. Teachers will use various instructional resources and materials to help students make connections, devise strategies, and justify their thinking. Additional resources will be purchased for students and teachers.</p>	<p>Students will receive ST Math content and project-based learning opportunities to apply learned content to meet the diverse needs of all students through differentiated instruction. As accommodations are made for individual students' learning styles, interests, and readiness levels, different learning styles will be reached as students develop thinking and problem-solving skills. The performance gap will shrink for English Learners; Special Needs students and Economically Disadvantaged students.</p>	<p>3750 Title I 5800: Professional/Consulting Services And Operating Expenditures</p>
2.3	<p>iReady Personalized Path- To fill skill gaps and increase student achievement in Math, Star View students will complete, at minimum, 30 minutes/2 activities of iReady Personalized Path lessons each week, used as teachers meet with small groups. The performance gaps are expected to decrease for EL and Special Needs subgroups. Weekly and monthly reports will gather evidence.</p>	<p>i-Ready's Personalized Path will support all Star View learners. Since the program provides instruction tailored to students' specific skill needs, the performance gap is expected to</p>	

	Teachers will monitor weekly progress on minutes and lesson completion rates. Teachers will work with students to set lessons, growth/stretch goals, and record progress.	decrease for English Language Learners, Students with Disabilities, and Economically Disadvantaged subgroups.	
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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.

The 2023-24 strategies and activities were implemented as planned. We continue to see increased results with the students' iReady achievement and growth as all grade levels increased significantly in all areas in math.

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

There were no significant differences, a slight dip (a 12% gain the previous year was held).

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.

Additional emphasis will be placed on measurement, geometry, in communicating reasoning, and supporting mathematical conclusions.

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.

Family Engagement

Star View will positively impact student achievement by increasing parents' ability to support their child at home as measured by the OVSD Parent Survey. Using the Spring 2024 OVSD Parent Survey data, responses to families feeling listened to will increase from 94% to 96%, and feeling welcomed at school will increase from 97% to 98%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3. To support students and their families, Ocean View School District will ensure welcoming and safe schools while maintaining a continued focus on improving communication and engagement of students, employees, parents, the community, and business partners.

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.

An area where Star View's staff can provide additional, focused support is in Parent Engagement. 91% of families reported that they felt the school provides opportunities to learn how to support their children at home. Increasing families' skills in supporting their children in the home 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
OVSD Parent Survey, Spring, 2024 Agree/Strongly Agree	My Input is listened to: 94% I am welcomed at my child's school: 97%	OVSD Parent Survey, Spring, 2025 My Input is listened to: 96% I am welcomed at my child's school: 98%
Instagram Data Facebook Data	Instagram: Content interactions for the last 30 days (Sept. 18-Oct. 17): 865 Accounts engaged (last 30 days): 146 Facebook: 0, no account started	Instagram: Content interactions will increase by 8% by June, 2025. Facebook: An account will be created and linked to our Instagram account to help boost connections.

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	Listening to Family Input through Surveys- To increase family voice and ensure families feel empowered, Star View will send three surveys home this school year to better understand the community's needs in supporting their children at	By regularly asking families what they need and how they feel, we will better serve their needs and concerns	

	home. Based on the community feedback, support will be offered via the principal's coffee chats, parent education meetings, or resources in the weekly newsletters supporting the community's needs. Additional materials and resources will be purchased to support implementation.	more promptly. Regular communication provides Star View families with clear, consistent information for all families and how best to support their children. All learners will benefit from these communications through building relationships, connections, and a sense of voice in the school, and it is expected to close the achievement gap for English Learners and struggling subgroups.	
3.2	Family Engagement Events- To increase family engagement, build relationships, and enhance parent communication, families will be invited to events throughout the school year focusing on student achievement and success. Discussion points will be strategies that support students' literacy. Activities planned include three Literacy Lunches and incorporating literacy into Open House and Back to School Night presentations. Teachers will be provided task force pay to support implementation, and additional materials and resources will be purchased and shared with parents to support events.	Family events and educational opportunities provide parents with strategies for supporting students at home and school. All Star View learners will benefit from these events, which are also expected to close the achievement gap for English Learners and Low-Income students.	1594 Title I Part A: Parent Involvement None Specified
3.3	Connecting Family and School- To build relationships between the school and the home, Star View will create a stronger bond between families and staff. Staff, students, and parents will feel a strong connection through our bilingual aide, a more robust website, engaging Instagram posts, and highlighting students and staff. Evidence will include a staff choice board of teachers reading picture books to students, easier-to-access information on the new website, enhanced Instagram messages at least three times a week, adding a Facebook page, and spotlighting staff members so families can get to know them on a personal level. A community liaison will be available to address the language barrier.	Star View will build positive connections/relationships with families and enhance parent communication to increase student achievement and connectedness to the school. All-Star View learners will benefit from the positive connections, and they are also expected to close the achievement gap for English Learners, special needs, and Low-Income students.	2000 Title I 2000-2999: Classified Personnel Salaries 10869.72 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.

The 2023-24 strategies and activities were implemented as planned. School events were well attended, and parents were well educated on the activities.

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

Parents are requesting more hands-on learning and to be activity involved in this process.

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.

A new webpage will help make it easier to navigate information next year. Times for educational activities with parents will be changed to after school rather than the evening to help increase participation.

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.

Culture and Climate

Using the OVSD 2024 Student Climate Surveys, students will increase their feeling of being cared for from 90.8% to 94% (2nd-3rd grades) and 76.8% to 80% (4th-5th grades), and 89.1% to 92% (2nd-3rd grades) to 78.4% to 82% (4th-5th grades) for feeling safe at school. The 2024 Dashboard results for the All Student groups for Suspension will increase from Orange to Yellow status and from Yellow to Green status for Attendance. Attendance Rates for all students will increase from 96% to 97%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3. All students will feel important and valued at school. Students will feel rules are applicable and fair because they understand the expectations and that they feel are reinforced consistently and fairly. A culture of inclusivity will be embedded into our PBIS program and will strengthen the voice of students identified in subgroups of Students with Disabilities, Low Income, Hispanic, and White.

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.

Spring 2024, results from Star View's 2nd-3rd grade and 4th-5th grade OVSD Climate Survey assist in identifying school needs and guide the development of programs for students. An area for growth during the 2024-25 year is that: Students feel the teachers and adults at school care about you, 90.8% and 76.8% and Students feel safe at school 89.1% and 78.4%. (Always /Most of the time.)

For Attendance, while the All students group scored at the Green status on the 2023 California Dashboard, the Hispanic (18.5%), Students with Disabilities (17.2%), Low-Income (10.7%), and White (10.2%) subgroups scored in the Yellow status.

For Suspensions, while All students scored at the Yellow status on the 2023 California Dashboard, the English learners (2.1%), low-income (1.6%), Hispanic (2.2%), and Students with Disabilities (3.4%) subgroups scored in the Orange status. OVSD 2023-24 year-end records indicate that Students in the All Students, English learner, Homeless, and Low-Income subgroups need to decrease their suspension rates.

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
OVSD Student Climate Survey, Spring, 2024 Always/Most of the Time	Students feel the teachers and adults at school care about you 2nd-3rd Grade = 90.8% 4th-5th Grade = 76.8% Students feel safe at school 2nd-3rd Grade = 89.1% 4th-5th Grade = 78.4%	OVSD Student Climate Survey - Spring, 2025 Students feel the teachers and adults at school care about you 2nd-3rd Grade = 94% 4th-5th Grade = 80% Students feel safe at school 2nd-3rd Grade = 92% 4th-5th Grade = 82%
Attendance 2023 CA Dashboard and	All Students: Green Status	2024 CA Dashboard

OVSD Aeries Records	Subgroups Yellow status: Student w/Disabilities, Low Income, Hispanic, White All Students: 96% EL: 96.5% Hispanic: 94.4% Low Income: 95.8% Disabilities: 94.7%	All Students: Maintain Green Status or increase to Blue Status Subgroups: Green Status Student w/Disabilities, Low Income, Hispanic, White All Students: 97% EL: 97% Hispanic: 96% Low Income: 96.5% Disabilities: 95.5%
Suspension 2023 CA Dashboard and OVSD Aeries Records	All Students: Yellow Status Subgroups Orange Status: English learners, Low Income, Hispanic, and Students with Disabilities All Students: .02%	2024 CA Dashboard All Students: Green Status Subgroups Yellow Status English learners, Low Income, Hispanic, and Students with Disabilities All Students: .02% or better

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	Increase voice and choice for students- Star View will increase UDL opportunities inside and outside the classroom to enhance engagement and offer opportunities to various subgroups. GATE teacher training and classroom strategies will increase depth and complexity for all classroom students. Engineering opportunities and hands-on learning will be expanded with PLTW. A coffee cart/student business will be implemented to connect students to the school, giving purpose and a way to raise funds for further hands-on learning. Inclusion opportunities will be increased through additional mainstreaming opportunities, plays, PE, Project Lead the Way, and reading buddies. The intentional inclusive focus will provide a welcoming climate for school connectedness. Funding will be provided for after-school activities, teacher training, and materials for student opportunities.	Star View staff will provide opportunities for students to provide input in the operations and enrichment decisions of the school thereby increasing students voice and choice. Increasing students' feelings of connectedness is expected to support all students, including closing the achievement gap for English Learners, Students with Disabilities, and Low-Income students.	17,050 Title I
4.2	Attendance- Star View School will focus on improving school-wide attendance and home-school connections to increase student achievement and school connectedness. Attendance data will routinely be analyzed monthly to provide targeted support for students and families. Bilingual support personnel will help to ensure communication is provided for all families about the importance of attendance, reduce barriers to school, and verify daily attendance. Students with chronic absenteeism will be placed on a principal watch list and monitored with extra support, home visits, or positive feedback.	School attendance rates will increase, and a reduced chronic absenteeism rate will improve student achievement and support closing the achievement gap for Students with Disabilities and chronic absenteeism.	
4.3	Enhancing PBIS Tier 3 Implementation- Support will be implemented for students who require	Star View's Character Counts program,	

<p>intensive, individualized support due to complex behavioral needs. Tier 1 and Tier 2 supports will be robust and organized in a support folder for teachers, providing the groundwork for successful Tier 1, 2 and 3 implementation. These strategies will include behavior intervention planning, person-centered planning to support students in achieving personal goals, wraparound services to integrate family and community resources to provide comprehensive support, and individual counseling and support in collaboration with Social-Wise. The Tier 2 & 3 Intervention Team will offer and determine services at monthly meetings. A data management system will measure success by collecting and analyzing data, monitoring progress, and providing ongoing reviews of interventions. Resources will be allocated for training to deliver individualized support.</p>	<p>supporting PBIS, will increase student achievement and school climate, as evidenced by decreased student behavior. Student suspension rates will decrease, especially for Students with Disabilities, Hispanic, and Low-Income students.</p>	
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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.

The 2023-24 strategies and activities were implemented as planned. Data from the OVSD Climate survey indicates students feel teachers and adults care for them. Additionally, students and parents are enjoying hands on learning and engaging activities, and have asked for more.

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

Engagement in learning for students, UDL and Project based learning has gradually been increasing.

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.

Much of our budget has been devoted to engaging activities at the school site, both during the day and after school, for activities. Parents and students are asking for more engineering and art experiences.

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	\$127,944.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$157,748.91
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	\$126,350.00
Title I Part A: Parent Involvement	\$1,594.00

Subtotal of additional federal funds included for this school: \$127,944.00

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	\$29,804.91

Subtotal of state or local funds included for this school: \$29,804.91

Total of federal, state, and/or local funds for this school: \$157,748.91

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	29,804.91
Title I	126,350.00
Title I Part A: Parent Involvement	1,594.00

Expenditures by Budget Reference

Budget Reference	Amount
	51,885.19
1000-1999: Certificated Personnel Salaries	22,150.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	27,500.00
5800: Professional/Consulting Services And Operating Expenditures	31,750.00
None Specified	1,594.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	29,804.91
	Title I	32,950.00
1000-1999: Certificated Personnel Salaries	Title I	22,150.00
2000-2999: Classified Personnel Salaries	Title I	12,000.00
4000-4999: Books And Supplies	Title I	27,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	31,750.00
None Specified	Title I Part A: Parent Involvement	1,594.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
75,779.19
50,456.00
14,463.72
17,050.00

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
- 5 Parent or Community Members

Name of Members	Role
Lara Fuller	Classroom Teacher
Barri Williams	Classroom Teacher
Jill Schoch	Classroom Teacher
Buu Nguyen	Other School Staff
Jeanne Bentley	Principal
Holly Phu	Parent or Community Member
Janice Lopez	Parent or Community Member
Tomo Nakamura	Parent or Community Member
Han Nguyen	Parent or Community Member
Natalie Shay	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 14, 2024.

Attested:



Principal, Jeanne Bentley on November 14, 2024

SSC Chairperson, Lara Fuller on November 14, 2024

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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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