



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harbour View Elementary	30-66613-6029581	November 21, 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 Harbour View Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>Harbour View completes a SPSA in order to engage our educational partners in the data analysis and planning process.</p>
--

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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - California School Dashboard 15
 - Overall Performance 17
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1..... 28
 - Goal 2..... 31
 - Goal 3..... 34
 - Goal 4..... 37
- Budget Summary 41
 - Budget Summary 41
 - Other Federal, State, and Local Funds 41
- Budgeted Funds and Expenditures in this Plan 42
 - Funds Budgeted to the School by Funding Source..... 42
 - Expenditures by Funding Source 42
 - Expenditures by Budget Reference 42
 - Expenditures by Budget Reference and Funding Source 42
 - Expenditures by Goal 42
- School Site Council Membership 43
- Recommendations and Assurances 44
- Instructions..... 45
- Appendix A: Plan Requirements 52
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 55
- Appendix C: Select State and Federal Programs 58

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

Schoolwide Program

Harbour View completes a SPSA in order to engage our educational partners in the data analysis and planning process.

Harbour View's School Plan for Students Achievement (SPSA) is aligned with Ocean View School District's Local Control and Accountability Plan (LCAP).

Harbour View's mission is to meet the academic, social/emotional, attendance, and behavioral needs of students through a Multi-Tiered System of Supports (MTSS). This includes data analysis and a tiered approach to instruction and supports. Harbour View's core educational program delivers scaffolded grade level instruction through Tier 1 (Core) best first instruction. For students requiring additional supports, 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 the state academic standards.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Teachers, staff and parents were involved in the goal setting and planning for the 2024-2025 school year. Multiple staff meetings, SSC meetings, and ELAC meetings were used to gather ideas, input and voice from all stakeholders. iReady results were reviewed with the various stakeholders to review our goals, focus areas, and set new goals for this school year. Collaboration and feedback show that parents, students, and school staff are in alignment with vision for Harbour View.

Site Leadership meetings on September 18, 2024 and October 9, 2024 included collaboration on writing the goals for the SPSA along with Staff meetings on August 26, 2024, September 18, 2024, and October 2, 2024. On September 26 and October 24, 2024 SSC elections were held for all available positions, and initial feedback on site goals was gathered.

At the first SSC Meeting on September 26, 2024, a training was held to educate all new members of SSC. SSC members were nominated and elected to various positions. At the October 24, 2024 meeting, the SSC team discussed the SPSA and provided background knowledge and reviewed site goals further. Input was gathered from ELAC on the meeting held October 22, 2024.

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

Resource Inequities

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

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

Through our needs assessment, the following resource inequities were revealed:

- Low Income, Foster Youth, and Homeless students are not meeting standards in relation to Chronic Absenteeism, though there was not a large enough number of students for a reporting color, and English Learner students are not meeting standards in relation to English proficiency growth.
- An analysis of Dimension 2 in the Resource Equity Diagnostic revealed that reading materials are in need of further diversity in relation to student home life, disability inclusion, and language or cultural options both in the library and classroom libraries.
- The needs assessment revealed that math was a critical area of need for English Learners and Students with Disabilities, even though the number of students represented are too low to provide indicators for the CA Dashboard for SWD in 2023; there additional actions needed to address the specific needs of our targeted subgroups, specifically in ways to promote a welcoming and inclusive environment as seen in analysis of Dimension 7, and for English Learners, strategic intervention strategies to provide opportunities for Language Proficiency growth through goal-setting and writing instruction.

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.

In reviewing the CA Dashboard, the English Learner Progress Indicator indicates Orange status with 47.8% making progress towards proficiency in 2023 as compared to 52.9 in 2022. While the reporting group was not large enough to report for school-wide data, we know that Foster Youth students also struggled with Chronic Absenteeism in 2023.

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.

There are no state indicators for which performance was two or more levels below the "all student" performance in 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.

As discussed in School Site Council meetings, staff meetings, and through review of local site data with iReady and classroom assessments, it was determined that areas of need exist in the areas of Reading Comprehension and Vocabulary development as well as growth in narrative and informational writing. Specific grades, grades 1 and 5, have the greatest number of students needing strategic intervention in Reading. For Math, iReady assessment data indicates a need for strategic intervention in all areas, and a focus on grades 1, 2, and 3 needing the highest need. Overall school performance on the Fall diagnostic in iReady Math indicate that 21% of students school-wide are performing at or above grade level, with 57% performing one grade level below showing a need for a focus on strategic classroom intervention.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Harbour View Elementary. 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%	%	0	0	
African American	1.31%	1.18%	0.97%	8	7	6
Asian	7.39%	8.59%	9.58%	45	51	59
Filipino	0.82%	0.84%	0.65%	5	5	4
Hispanic/Latino	29.39%	30.3%	31.01%	179	180	191
Pacific Islander	%	0%	0.16%	0	0	1
White	48.44%	46.13%	44.97%	295	274	277
Multiple	10.51%	10.61%	9.25%	64	63	57
Total Enrollment				609	594	616

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	135	122	78
Grade 1	93	112	95
Grade 2	85	89	114
Grade3	84	78	92
Grade 4	108	87	81
Grade 5	104	106	88
Total Enrollment	609	594	616

Conclusions based on this data:

1. Enrollment has grown slightly from 2022-2023, and in the 24-25 school year is now higher again at just around 700.
2. Most demographics have remained statistically very similar from year to year as enrollment changed.
3. Overall, Harbour View has the highest percentages of White and Hispanic/Latino students making up 75% of the total Harbour View student population in 2023.

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	73	66	69	9.0%	12.0%	11.2%
Fluent English Proficient (FEP)	20	31	48	2.4%	3.3%	7.8%
Reclassified Fluent English Proficient (RFEP)	8			29.8%	1.3%	

Conclusions based on this data:

1. There is a steady increase in Fluent English Proficient students from 2.4% three years ago to 7.8% in 2023-24 school year.
2. The percent of reclassified students (RFEP), significantly dropped over the past three years, and there is not data yet for the 23-24 school year.
3. The number of English Learners at Harbour View decreased slightly to 11.1% of the population for 2023-24 year.

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	85	78	88	82	78	85	82	78	85	96.5	100.0	96.6
Grade 4	105	88	86	103	86	86	103	86	86	98.1	97.7	100
Grade 5	100	107	89	99	107	88	99	107	88	99.0	100.0	98.9
All Grades	290	273	263	284	271	259	284	271	259	97.9	99.3	98.5

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	2473.	2456.	2470.	50.00	33.33	42.35	21.95	28.21	30.59	19.51	23.08	15.29	8.54	15.38	11.76
Grade 4	2514.	2514.	2482.	43.69	37.21	31.40	25.24	33.72	24.42	19.42	16.28	20.93	11.65	12.79	23.26
Grade 5	2526.	2537.	2540.	29.29	31.78	35.23	31.31	39.25	30.68	22.22	14.02	22.73	17.17	14.95	11.36
All Grades	N/A	N/A	N/A	40.49	33.95	36.29	26.41	34.32	28.57	20.42	17.34	19.69	12.68	14.39	15.44

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	31.71	21.79	29.41	57.32	65.38	63.53	10.98	12.82	7.06	
Grade 4	37.86	34.88	30.23	55.34	56.98	60.47	6.80	8.14	9.30	
Grade 5	28.28	28.04	27.27	62.63	66.36	64.77	9.09	5.61	7.95	
All Grades	32.75	28.41	28.96	58.45	63.10	62.93	8.80	8.49	8.11	

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	30.49	21.79	31.76	54.88	60.26	55.29	14.63	17.95	12.94
Grade 4	25.24	26.74	11.76	66.99	58.14	68.24	7.77	15.12	20.00
Grade 5	25.25	17.76	28.41	51.52	67.29	53.41	23.23	14.95	18.18
All Grades	26.76	21.77	24.03	58.10	62.36	58.91	15.14	15.87	17.05

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	20.73	16.67	20.00	69.51	74.36	68.24	9.76	8.97	11.76
Grade 4	24.27	17.44	15.12	66.99	76.74	68.60	8.74	5.81	16.28
Grade 5	20.20	17.76	15.91	69.70	74.77	75.00	10.10	7.48	9.09
All Grades	21.83	17.34	16.99	68.66	75.28	70.66	9.51	7.38	12.36

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	26.83	29.49	34.12	65.85	65.38	55.29	7.32	5.13	10.59
Grade 4	20.39	27.91	17.44	71.84	65.12	73.26	7.77	6.98	9.30
Grade 5	25.25	28.04	26.14	62.63	64.49	63.64	12.12	7.48	10.23
All Grades	23.94	28.41	25.87	66.90	64.94	64.09	9.15	6.64	10.04

Conclusions based on this data:

- Grade 3 has the highest percentage of overall "Standard Met" and "Standard Exceeded" at 73%.
- Grade 4 has the greatest opportunity for growth with a percentage of "Standard Nearly Met" and "Standard Not Met" at 45%.
- Writing: Producing clear and purposeful writing is an area of focus for all grades at Harbour View with 16% below standard.

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	85	78	88	83	78	85	83	78	85	97.6	100.0	96.6
Grade 4	105	88	86	104	86	86	104	86	86	99.0	97.7	100
Grade 5	100	107	89	99	107	89	99	107	89	99.0	100.0	100
All Grades	290	273	263	286	271	260	286	271	260	98.6	99.3	98.9

* 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	2472.	2464.	2464.	36.14	30.77	27.06	32.53	33.33	41.18	20.48	25.64	18.82	10.84	10.26	12.94
Grade 4	2510.	2522.	2499.	34.62	40.70	31.40	28.85	25.58	30.23	26.92	22.09	25.58	9.62	11.63	12.79
Grade 5	2526.	2527.	2527.	28.28	29.91	31.46	24.24	25.23	25.84	24.24	26.17	21.35	23.23	18.69	21.35
Grade 11															
All Grades	N/A	N/A	N/A	32.87	33.58	30.00	28.32	27.68	32.31	24.13	24.72	21.92	14.69	14.02	15.77

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	48.19	42.31	44.71	40.96	48.72	43.53	10.84	8.97	11.76
Grade 4	36.54	46.51	30.23	51.92	40.70	51.16	11.54	12.79	18.60
Grade 5	32.32	30.84	33.71	44.44	52.34	46.07	23.23	16.82	20.22
Grade 11									
All Grades	38.46	39.11	36.15	46.15	47.60	46.92	15.38	13.28	16.92

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	33.73	30.77	29.41	53.01	50.00	56.47	13.25	19.23	14.12
Grade 4	31.73	33.72	25.58	56.73	54.65	54.65	11.54	11.63	19.77
Grade 5	21.21	21.50	14.61	56.57	58.88	61.80	22.22	19.63	23.60
All Grades	28.67	28.04	23.08	55.59	54.98	57.69	15.73	16.97	19.23

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	37.35	25.64	25.88	55.42	65.38	67.06	7.23	8.97	7.06
Grade 4	32.69	32.56	26.74	53.85	56.98	55.81	13.46	10.47	17.44
Grade 5	22.22	15.89	23.60	61.62	65.42	59.55	16.16	18.69	16.85
All Grades	30.42	23.99	25.38	56.99	62.73	60.77	12.59	13.28	13.85

Conclusions based on this data:

1. Grade 3 has the highest percentage of overall "Standard Met" and "Standard Exceeded" at 68%.
2. Grade 5 has the greatest opportunity for growth with a percentage of "Standard Nearly Met" and "Standard Not Met" at 42%
3. Problem Solving and Modeling/Data Analysis is a clear area of focus for all grades at Harbour View with 19.2% below standard.

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	1437.4	1413.9	1387.5	1444.4	1407.6	1397.9	1420.4	1428.4	1363.3	17	17	23
1	1459.6	1454.6	1409.3	1494.0	1435.2	1432.8	1424.7	1473.7	1385.4	11	12	13
2	1500.4	*	1507.7	1495.6	*	1513.4	1504.6	*	1501.3	14	7	12
3	1511.9	*	*	1516.5	*	*	1506.7	*	*	11	10	7
4	1541.0	1526.9	1503.6	1557.0	1547.6	1506.5	1524.7	1505.6	1500.3	12	13	12
5	*	*	*	*	*	*	*	*	*	7	8	9
All Grades										72	67	76

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	17.65	23.53	4.35	41.18	23.53	26.09	29.41	29.41	47.83	11.76	23.53	21.74	17	17	23
1	27.27	8.33	0.00	18.18	66.67	30.77	36.36	0.00	46.15	18.18	25.00	23.08	11	12	13
2	28.57	*	41.67	50.00	*	41.67	14.29	*	16.67	7.14	*	0.00	14	*	12
3	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*	*
4	41.67	30.77	16.67	41.67	46.15	41.67	8.33	7.69	25.00	8.33	15.38	16.67	12	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.39	22.39	15.79	40.28	41.79	30.26	23.61	17.91	36.84	9.72	17.91	17.11	72	67	76

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	29.41	17.65	4.35	35.29	41.18	34.78	23.53	17.65	43.48	11.76	23.53	17.39	17	17	23
1	45.45	8.33	15.38	18.18	41.67	46.15	18.18	33.33	23.08	18.18	16.67	15.38	11	12	13
2	35.71	*	66.67	50.00	*	25.00	14.29	*	8.33	0.00	*	0.00	14	*	12
3	45.45	*	*	36.36	*	*	0.00	*	*	18.18	*	*	11	*	*
4	75.00	69.23	50.00	16.67	15.38	33.33	8.33	0.00	0.00	0.00	15.38	16.67	12	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.44	34.33	27.63	34.72	37.31	36.84	12.50	13.43	21.05	8.33	14.93	14.47	72	67	76

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	18.75	17.65	0.00	6.25	11.76	17.39	62.50	41.18	56.52	12.50	29.41	26.09	16	17	23
1	7.14	16.67	0.00	64.29	41.67	7.69	14.29	16.67	53.85	14.29	25.00	38.46	14	12	13
2	9.09	*	25.00	45.45	*	50.00	45.45	*	8.33	0.00	*	16.67	11	*	12
3	0.00	*	*	50.00	*	*	33.33	*	*	16.67	*	*	12	*	*
4	*	7.69	8.33	*	23.08	16.67	*	38.46	41.67	*	30.77	33.33	*	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	16.42	5.26	34.72	23.88	22.37	37.50	32.84	39.47	16.67	26.87	32.89	72	67	76

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	41.18	29.41	21.74	52.94	47.06	60.87	5.88	23.53	17.39	17	17	23
1	54.55	25.00	46.15	45.45	58.33	38.46	0.00	16.67	15.38	11	12	13
2	35.71	*	66.67	64.29	*	33.33	0.00	*	0.00	14	*	12
3	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
4	66.67	53.85	41.67	33.33	38.46	50.00	0.00	7.69	8.33	12	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.06	38.81	36.84	52.78	47.76	51.32	4.17	13.43	11.84	72	67	76

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	23.53	5.88	4.35	58.82	64.71	65.22	17.65	29.41	30.43	17	17	23
1	45.45	8.33	7.69	36.36	50.00	69.23	18.18	41.67	23.08	11	12	13
2	35.71	*	41.67	57.14	*	58.33	7.14	*	0.00	14	*	12
3	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
4	83.33	69.23	41.67	16.67	15.38	41.67	0.00	15.38	16.67	12	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	34.33	26.32	38.89	43.28	53.95	11.11	22.39	19.74	72	67	76

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	29.41	17.65	0.00	58.82	70.59	73.91	11.76	11.76	26.09	17	17	23
1	9.09	41.67	7.69	27.27	41.67	7.69	63.64	16.67	84.62	11	12	13
2	21.43	*	16.67	64.29	*	58.33	14.29	*	25.00	14	*	12
3	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
4	8.33	15.38	16.67	75.00	69.23	58.33	16.67	15.38	25.00	12	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	22.39	6.58	59.72	53.73	51.32	23.61	23.88	42.11	72	67	76

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	23.53	35.29	17.39	64.71	35.29	52.17	11.76	29.41	30.43	17	17	23
1	0.00	8.33	0.00	90.91	66.67	61.54	9.09	25.00	38.46	11	12	13
2	50.00	*	25.00	28.57	*	58.33	21.43	*	16.67	14	*	12
3	9.09	*	*	90.91	*	*	0.00	*	*	11	*	*
4	33.33	15.38	0.00	58.33	53.85	75.00	8.33	30.77	25.00	12	13	12
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	23.88	9.21	65.28	56.72	63.16	9.72	19.40	27.63	72	67	76

Conclusions based on this data:

1. The English Learner population has remained steady, with slight growth from 2022 to 2023 in the number of English Learner students.
2. Oral Language is a strength for English Learners as 34.33% scored at level 4 and 37.31% scored at level 3 on the ELPAC.

3. Written Language is an area of needed growth as 32.84% scored at level 2 and 26.87% scored at level 1 on the ELPAC.

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
594	37.7	11.1	0.3
Total Number of Students enrolled in Harbour View Elementary.	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	66	11.1
Foster Youth	2	0.3
Homeless	17	2.9
Socioeconomically Disadvantaged	224	37.7
Students with Disabilities	46	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.2
Asian	51	8.6
Filipino	5	0.8
Hispanic	180	30.3
Two or More Races	63	10.6
White	274	46.1

Conclusions based on this data:

1. The significant subgroups at Harbour View are Socioeconomically Disadvantaged (37.7%) and English Learners (11%).

2. The primary race/ethnicity continues to be White (46.1%), with the Hispanic population following at 30.3%.
3. The total enrollment is just under 600 students in the 23-24 school year.

School and Student Performance Data

Overall Performance






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."



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Harbour View's suspension rate is very low.
2. The ELA and Math levels are both considered High.
3. The English Learner Progress is at the Low level.

School and Student Performance Data

Academic Performance English Language Arts

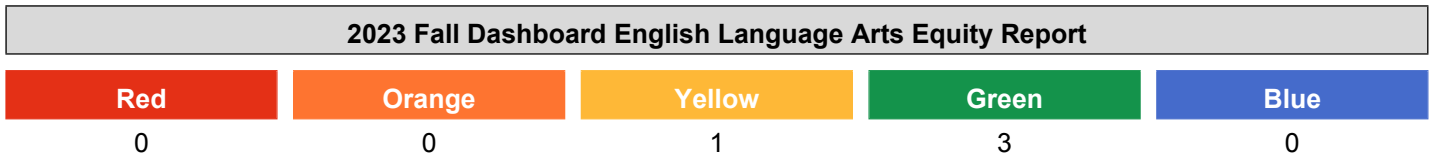
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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 35.3 points above standard Maintained -0.1 points 263 Students	English Learners  Yellow 20.7 points below standard Increased +11.2 points 42 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Green 12.7 points above standard Increased +6.5 points 104 Students	Students with Disabilities 28.3 points below standard Increased Significantly +18.9 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	60.8 points above standard Increased +8.4 points 21 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.3 points above standard Increased +4.9 points 72 Students	76.7 points above standard Increased +5 points 29 Students	 No Performance Color 0 Students	 Green 42.9 points above standard Maintained -0.6 points 131 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
80.5 points below standard Maintained +2.1 points 21 Students	39 points above standard Decreased Significantly -39.7 points 21 Students	45 points above standard Maintained +1.7 points 214 Students

Conclusions based on this data:

1. The All Student group scored at the High level for ELA.
2. The English Learner subgroup performed at the Medium level for ELA, at 80.5 points below standard, which was maintained from last year.
3. Our Reclassified English Learners and English Only groups scored above standard, but the reclassified group decreased 39.7 points.

School and Student Performance Data

Academic Performance Mathematics

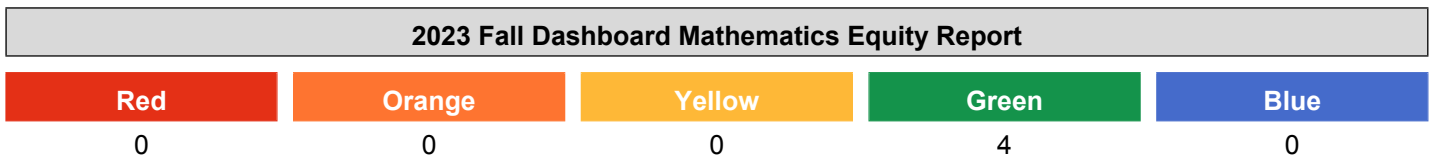
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">21.7 points above standard</td> </tr> <tr> <td>Increased +3.5 points</td> </tr> <tr> <td>263 Students</td> </tr> </tbody> </table>	All Students	 Green	21.7 points above standard	Increased +3.5 points	263 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">14.8 points below standard</td> </tr> <tr> <td>Increased +7.2 points</td> </tr> <tr> <td>42 Students</td> </tr> </tbody> </table>	English Learners	 Green	14.8 points below standard	Increased +7.2 points	42 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	2 Students
All Students															
 Green															
21.7 points above standard															
Increased +3.5 points															
263 Students															
English Learners															
 Green															
14.8 points below standard															
Increased +7.2 points															
42 Students															
Foster Youth															
Less than 11 Students															
2 Students															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>7 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	7 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.8 points below standard</td> </tr> <tr> <td>Increased +11.6 points</td> </tr> <tr> <td>104 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	4.8 points below standard	Increased +11.6 points	104 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">27.7 points below standard</td> </tr> <tr> <td>Increased Significantly +24.1 points</td> </tr> <tr> <td>29 Students</td> </tr> </tbody> </table>	Students with Disabilities	27.7 points below standard	Increased Significantly +24.1 points	29 Students	
Homeless															
Less than 11 Students															
7 Students															
Socioeconomically Disadvantaged															
 Green															
4.8 points below standard															
Increased +11.6 points															
104 Students															
Students with Disabilities															
27.7 points below standard															
Increased Significantly +24.1 points															
29 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	83.8 points above standard Increased Significantly +20 points 21 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.2 points below standard Increased +12.6 points 72 Students	46.8 points above standard Decreased -10.3 points 29 Students	 No Performance Color 0 Students	 Green 24.1 points above standard Maintained +0.8 points 131 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
56.5 points below standard Increased +12.1 points 21 Students	27 points above standard Decreased Significantly -52.9 points 21 Students	26.6 points above standard Increased +4.1 points 214 Students

Conclusions based on this data:

1. The All Student group scored at the High level in Math.
2. The Students with Disabilities sub group increased significantly increased by 27 points.
3. The Reclassified English Learner and English Only groups scored above standard, while the English Learner group performed below standard.

School and Student Performance Data

Academic Performance English Learner Progress

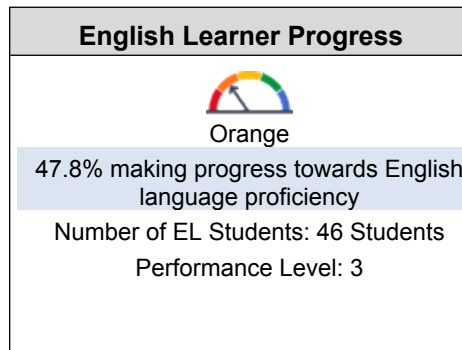
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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
11	13	1	21

Conclusions based on this data:

1. The English Learner Progress for Harbour View is at the Low level.
2. 45% of English Learners made progress toward English language proficiency, which was a decrease in 9% from last year.
3. 28% of English Learners maintained their level from the previous year.

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.



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
 Green 6.4% Chronically Absent Declined Significantly -8.2 612 Students	 Green 9.3% Chronically Absent Declined -3 75 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
20% Chronically Absent Declined -33.8 20 Students	 Yellow 12.8% Chronically Absent Declined Significantly -8 242 Students	 Green 8.2% Chronically Absent Declined -13.2 61 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	 Green 3.8% Chronically Absent Declined -9 53 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6% Chronically Absent Declined Significantly -12.7 184 Students	 Yellow 10.3% Chronically Absent Declined -6.6 78 Students	 No Performance Color 0 Students	 Green 5.6% Chronically Absent Declined Significantly -6.5 285 Students

Conclusions based on this data:

1. Overall, the chronic absenteeism for Harbour View was considered Low, with 6.4% chronically absent.
2. Two subgroups (Socioeconomically Disadvantaged and Homeless) scored at the Medium levels for chronic absenteeism.
3. Homeless does not report a "color", but declined by 33.8 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

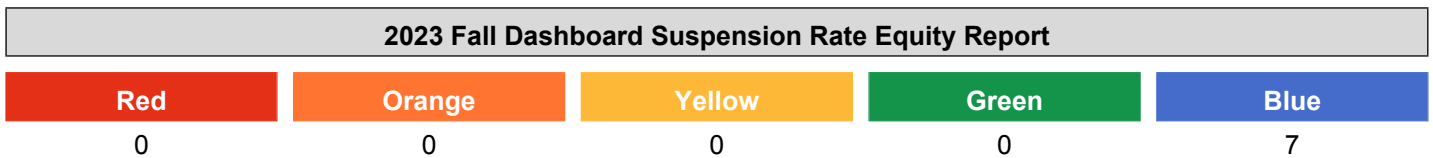
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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
 Blue 0% suspended at least one day Declined -0.5 620 Students	 Blue 0% suspended at least one day Declined -2.4 76 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day Maintained 0 21 Students	 Blue 0% suspended at least one day Declined Significantly -1.1 247 Students	 Blue 0% suspended at least one day Declined -1.8 63 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 54 Students</p>	<p>Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Declined Significantly -1.1 187 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 78 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Declined -0.3 289 Students</p>

Conclusions based on this data:

1. Suspension rates for Harbour View is considered Very Low.
2. All race/ethnicities were considered Very Low for suspension rates.
3. There were no students suspended during the 23-24 school year.

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 41% Core to 80% Core. Smarter Balanced Assessments English Language Arts met/exceeded results for All students will increase from 64.86% in 2023-24 to 80% 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 & CONDITIONS OF LEARNING

LCAP Goal 1 and 2. enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

Identified Need

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

While many Harbour View students are on track for success with reading, the Fall iReady data indicates that the English learner scored 15.4% at Core, and Students with Disabilities scored 13.2% at Core. SWD did see an increase, however, by 18.9 points. The 2023-24 SBA results indicate that while the All students 64.86% scored met/exceed, the English learner subgroup 13.64% met/exceeded and the Students with Disabilities 21.18% met /exceeded. By looking deeper, we plan to increase a focus on writing in all classes to support overall improvement of SBA ELA scores. While the All students scored at the Green status on the 2023 California Dashboard, the English learners subgroups scored in the Yellow status and proficiency rate in Students with Disabilities indicates a focus area even though there is not a reporting color.

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	Schoolwide September 2024: At/Above (Core): 41% 1 grade level below (Strategic): 37.1% 2 grade levels below (Intensive): 21.9% English learner (Core): 15.4% Students with Disabilities (Core): 13.2%	Schoolwide March/May 2025: At/Above (Core): 80% 1 grade level below (Strategic): 15% 2 grade levels below (Intensive): 5% English learner (Core): 50% Students with Disabilities (Core): 40%
CAASPP Assessments - English Language Arts for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students 64.86% Focus Subgroups: English learner: 13.64% Students with Disabilities: 21.18%	2024-25 Scoring Met/Exceeded: All Students 80% Focus Subgroups: English learner: 40% Students with Disabilities: 50%

2023 CA Dashboard - English Language Arts	All Students: Green Status English learners: Yellow Status	2024 CA Dashboard All Students: Green or Blue Status English learners: 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	iReady Personalized Path - In order to fill skill gaps and increase student achievement in English Language Arts, Harbour View students will complete, at minimum, 30 minutes of iReady Personalized Path and 1 lesson passed each week as evidenced by weekly and monthly reports. Teachers will monitor daily and weekly progress on minutes and lesson completion rates. Teachers will work with students to set lesson, growth, and stretch goals and record progress.	It is expected that iReady my path will support English Learner students and Students with Disabilities in filling gaps in foundational reading skills and help lower the gap between these subgroups and all students group.	
1.2	Small Group Differentiated Instruction - In order to increase student achievement, Harbour View teachers will provide small group, differentiated instruction to students, at minimum, three times per week as measured by Coaching Tuesdays, collection of small group, differentiated instruction schedules, and administrator classroom visitations. Small group, differentiated instruction provides students with the tailored instruction needed to fill instructional gaps or accelerate learning. Teachers will use the iReady and Foundational Skills Toolkit mini-lessons to support differentiated instruction. Additional support staff, including an EL instructional assistant, will be utilized to enhance small group instruction specifically targeted to English Learner students. Additional instructional materials, technology, release days for collaboration, and professional development that support differentiated instruction will be purchased as needed.	Small group, differentiated instruction will support all Harbour View learners. With the implementation of small groupings, it is expected that the performance gap for English Learners and Student with Disabilities (compared to "all students" peers) will decrease as instructional gaps are filled.	48,782.02 District Funded
1.3	Writer's Workshop - In order to increase student achievement, promote thinking skills, students will participate in writing throughout the contents weekly, with a focus on Writer's Workshop and writing mini lessons. Students will focus on specific strategies for their writing development, fluency, and the process of writing using common language and strategies.	It is expected that targeted writing instruction will support English Learner students and Students with Disabilities in filling gaps in writing and revising skills and help lower the gap between these subgroups and all students group.	
1.5			

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.

Overall, there was approximately 32% growth from the September 2023 to June 2024 iReady administration. CAASPP Results also showed growth in literacy, and the school maintained Green status.

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 major differences in the plan or budget for 2023-2024.

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.

For the 2024-2025 plan, changes were made to include a strategy focused in writing support as well as identifying additional budgeted support for EL Instructional Aid support. Previously there was a strategy surrounding thinking maps, and while Harbour View will continue the practice of thinking maps, the data suggests a focus on the writing and revising process school-wide is necessary to support school-wide improvement in writing.

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

Using the iReady September, 2024, and March/May, 2025 diagnostic assessments, the All Students group will increase from 21.3% Core to 80% Core. Smarter Balanced Assessments Math met/exceeded results for All students will increase from 62.31% in 2023-24 to 80% in 2024-25 through a focus on strategic intervention for foundational skills in Numbers and Operations. 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 & CONDITIONS OF LEARNING

LCAP Goal 1 and 2. To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

Identified Need

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

While many Harbour View students are on track for success with mathematics, the Fall iReady data indicates that the English learner (7.4% at core), Low Income (12.9% at Core) and Students with Disabilities (6.1% at core) scored significantly lower than our All student group (21.3% at core) for met/exceeded standards. The 2023-24 SBA results indicate that while the 62.31% of All students scored met/exceed, the English learner (25.92%), and Students with Disabilities (17.64%) subgroups gap are even wider. By looking deeper, we plan to increase a focus on math talks in small groups and whole class environments to support overall improvement of SBA Math scores. While the All students scored at the Green status on the 2023 California Dashboard, there is a remaining focus on Numbers and Operations and Geometric principles.

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	Schoolwide September 2024 Results for All students: At/Above (Core): 21.3% 1 grade level below (Strategic): 57.8% 2 grade levels below (Intensive): 20.9% English learner (Core): 7.4% Low Income (Core): 12.9% Students with Disabilities (Core): 6.1%	Schoolwide March/May 2025 Results: At/Above (Core): 80% 1 grade level below (Strategic): 15% 2 grade levels below (Intensive): 5% English learner (Core): 50% Low Income (Core): 50% Students with Disabilities (Core): 50%
CAASPP Assessments - Mathematics for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students 62.31% Subgroups: English learner: 25.92% Students with Disabilities: 17.64%	2024-25 Scoring Met/Exceeded: All Students 80% Subgroups: English learner: 50% Students with Disabilities: 50%

2023 CA Dashboard - Mathematics	All Students: Green Status English learners: Green Status	2024 CA Dashboard All Students: Green or Blue Status English learners: Green or 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	iReady Personalized Path. In order to fill skill gaps and increase student achievement in Algebra & Algebraic Thinking, Example View students will complete, at minimum, 30 minutes of iReady Personalized Path lessons each week as evidenced by weekly and monthly reports. Teachers will monitor weekly progress completion rates and work with students in Grades K-5 to set lesson goals and record progress. To support implementation, necessary technology will be purchased as needed.	i-Ready's Personalized Path will support all Harbour View learners. Since the program provides instruction tailored to students' specific skill needs, it is expected that the performance gap will decrease for the English Learner and Students with Disabilities subgroups.	
2.2	Small Group Differentiated Instruction. In order to increase student achievement, Example View teachers will provide small group, differentiated instruction to students, at minimum, three times per week as measured by Coaching Tuesdays, collection of small group, differentiated instruction schedules, and administrator classroom visitations. Small group, differentiated instruction provides students with the tailored instruction needed to fill instructional gaps or accelerate learning. Teachers will use the iReady and Foundational Skills Toolkit mini-lessons to support teaching and learning. Additional instructional materials, technology, release days for collaboration, and professional development that support differentiated instruction will be purchased as needed to support math.	Small group, differentiated instruction will support all Harbour View learners. With the implementation of small groupings, it is expected that the performance gap for English Learners and Students with Disabilities (compared to the "all students" group) will decrease as instructional gaps are filled.	
2.3	ST Math Weekly Goals. In order to increase students' foundational math and problem solving skills, students will complete a designated amount of weekly puzzles based on grade level spans in ST Math as evidenced by weekly and monthly reports. Teachers will use a variety of instructional resources and materials to help students make connections, come up with their own strategies, and justify their thinking. Additional resources will be purchased as needed for students and teachers.	In focusing on foundational math skills with a creative program, students with unique needs and English Learner students will be supported in math proficiency progression.	

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.

While there is a performance gap between English Learners and SWD and All students groups, these groups were all still identified as Green status because of growth in math. While the strategies were effective in growth, we would like to see increased growth towards meets or exceeds in standards proficiency of these sub groups.

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 major differences between intended implementation or budgetary expenditures.

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.

One strategy was changed, to add the supplemental program use of ST Math in support specifically of English Learner students and Students With Disabilities as this program is not literacy based and this provides students math supporting foundation skills, while a focus on writing and explanation is addressed during small group instruction.

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

Harbour View Elementary School 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 78% to 95%, having opportunities to learn how to support their child from 81% to 95% and feeling welcomed at school from 93% to 95%.

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 continue to 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.

Current parent survey data shows that Harbour View families find the school's climate overwhelmingly positive. The area where Harbour View staff can provide additional, focused support is in Parent Engagement. 81% 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: 78% I have opportunities to learn how to support my child at home: 81% I am welcome at my child's school: 93%	OVSD Parent Survey - Spring, 2025 My Input is listened to: 95% I have opportunities to learn how to support my child at home: 95% I am welcome at my child's school: 95%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Family Engagement Events: In order to increase family engagement, build relationships, enhance parent communication, families will be invited to events throughout the school year that focus on student achievement and success, and strategies that support character education/SEL. To support implementation, teachers will be provided task force pay and additional materials and resources will be purchased. These events will be provided by	Parent Engagement events will provide opportunities to celebrate academic and behavioral successes and build further community involvement, helping to ensure parents feel welcome	

	Harbour View staff and, when appropriate, outside partners. To implement and provide access to these events, resources and strategies to support the topic and student/family engagement will be purchased along with task force pay for teachers and staff.	and have opportunities to learn both formally (as listed below) and formally about ways to support their child at home.	
3.2	Increase parent contact and communication. To ensure equitable access to information for all families, Harbour will maintain a bilingual Parent Liaison to assist in translating school messages and reaching out to families via phone calls/emails, plus purchase any resources needed to create and share posts for social media. Harbour View will utilize bilingual staff to assist in translating school messages, instagram posts, and reaching out to families via phone calls/emails, plus purchase any resources needed to create and share. There will be increased visibility and accessibility to information such as School Site Council, ELAC, PTA and other parent engagement opportunities so that information is more readily available on the school website and communicated through weekly school communications.	Increasing parent contact and communication will support the family-school partnership. All Harbour View families will benefit from increased communication, however, there will be a focus on reaching English Learner, Low Income, and Homeless families.	
3.3	Parent Education Workshop. Harbour View will provide a parent workshop in the Fall and Spring with a focus on positive parenting techniques or other behavioral/social/emotional education, and will incorporate learning opportunities for parents at existing events like Back to School Night and Open House to better support their child's learning at home. Information provided at these events will embed strategies into the activity where parents learn ways to support comprehension skills tied to Literacy Goal 1 - Increasing Reading Comprehension and Writing development and Math Goal 2 - Increasing Number & Operations, Measurement and data, and Geometry skills. Family Nights will focus on both creating a school community and providing parents with resources and strategies to support their children at home. To implement and provide access to these events, resources and strategies to support the topic and student/family engagement will be purchased along with task force pay for teachers and staff.	will provide strategies that focus on access to academics to families that support students at home. All Harbour View learners will benefit from these events, but they are also expected to close the achievement gap for English Learners and Low Income students.	

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.

Overall, most parents feel listened to and welcome at the school. Parent engagement events and family/community events are well-attended; however the Parent education literacy night was not well-attended, so this strategy needs consideration and more parent input to ensure parents are provided a voice and provided the opportunity to access information about how to support their children at home.

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 major differences in the plan or budget from 2023-2024.

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.

There were changes in strategy three, to include both a focus on celebratory community and family events to support welcoming parents, and also two parent education nights to support providing the opportunity for parents to learn about ways to support their child. There were also additional details added to incorporate a focus on accessible information: both through translation and in location of resources that are easy to locate for parents.

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 listened to from 70% to 95% (2nd-3rd grades) and 77% to 95% (4th-5th grades), and 84% to 95% (2nd-3rd grades) and 64% and 95% (4th-5th grades) for staff caring about or wanting to get to know them. Students will increase their feeling of being safe 82% (2nd-3rd grades) and 85% (4th-5th grades).

The 2023 Dashboard results for the All Student group will maintain green or increase to blue, and attendance rates for all students will increase from 95.5% to 97%, and suspension rates will maintain. The 2023 Dashboard results for the All Student group and all subgroups for Suspension will maintain blue status.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3. In partnership with the District, schools, parents, local agencies and the community, OVSD will develop systems, structures, programs, services and allocate resources to provide a safe, secure, and respectful learning environment for all students, including students identified in subgroups.

Identified Need

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

Spring 2024, results from Harbour 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: Do you feel the teachers and staff listen to you 70% always/most of the time for 2nd and 3rd grade and for 4th and 5th grade, for Do the staff and teachers want to get to know you, 64% always/most of the time, 22% said sometimes, and 13% said not at all. Students will increase their feeling of being safe 82% (2nd-3rd grades) and 85% (4th-5th grades).

For Attendance, while the All students group scored at the Green status on the 2023 California Dashboard, the Low Income and Two or More Races subgroups scored in the Yellow status. OVSD 2023-24 year-end records indicate that for the while All Students group Attendance Rate was 95.5% compared to Low Income 94.5% and Two or more races 96.2%.

For Suspensions, All students and all subgroups scored at the Blue status on the 2023 California Dashboard. Harbour View had no suspensions for the 2023-2024 school-year.

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	<p>Do you feel the teachers and staff listen to you: 2nd-3rd Grade = 70% 4th-5th Grade = 77%</p> <p>Do you feel staff and teachers care about you; Do the staff and teachers want to get to know you: 2nd-3rd Grade = 84% 4th-5th Grade = 64%</p> <p>Do students feel safe: 2nd-3rd Grade = 82% 4th-5th grade = 85%</p>	<p>OVSD Student Climate Survey - Spring, 2025 Do you feel the teachers and staff listen to you: 2nd-3rd Grade = 95% 4th-5th Grade = 95%</p> <p>Do you feel staff and teachers care about you; Do the staff and teachers want to get to know you: 2nd-3rd Grade = 95% 4th-5th Grade = 95%</p> <p>Students feel safe at school: 2nd-3rd Grade = 95% 4th-5th Grade = 95%</p>
Attendance 2023 CA Dashboard and OVSD Aeries Records	<p>All Students: Green Status English learners: Green Status Low Income: Yellow Status Two or more Races: Yellow Status</p> <p>Attendance Rate All Students: 95.5% Homeless 91.7% Students with Disabilities: 95.1% English Learner: 95% Two or More Races: 96%</p> <p>Chronic Absenteeism All Students: 8% Homeless: 30% Students with Disabilities: 11% English Learner: 15% Two or More Races: 1.7%</p>	<p>2024 CA Dashboard All Students: Blue Status English learners: Blue Status Low Income: Green Status Two or more Races: Green Status</p> <p>Attendance Rate All Students: 97% Homeless 95% Students with Disabilities: 97% English Learner: 97% Two or More Races: 97%</p> <p>Chronic Absenteeism All Students: 5% Homeless: 10% Students with Disabilities: 5% English Learner: 5% Two or More Races: 1%</p>
Suspension 2023 CA Dashboard and OVSD Aeries Records	All Students: Blue status	2024 CA Dashboard All Students: Maintain 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
4.1	Connectedness. To provide all students with a positive learning environment and increase students' voice and engagement, teachers will implement the use of Circles at minimum one time a week as evidenced by coaching observations and administrative observations. Circles will increase the number of speaking and listening opportunities for Harbour View's English Learners as measured by student surveys and ELPAC data, and will be implemented for both SEL topics and academic topics.	Harbour View will increase positive relationships and build community within classrooms through implementation of Restorative Practices. Community Circles and Leaderships opportunities will include the use of language	

		skills embedded in Restorative Practices, which is expected to decrease gaps for the English learner subgroup.	
4.2	Attendance. To improve student attendance at Harbour View School, individual attendance incentive plans will be implemented for students with irregular attendance. Staff will identify incentives for individual students that will likely lead to improved attendance. Incentives may include extrinsic motivators or personal attention from staff. Additionally, attendance data will routinely be analyzed to provide targeted support to support students and families in need.	Harbour View will increase students attendance for all students which will support student achievement for all students and is expected to close the achievement gap for English Learners and Low Income students by focusing on specific strategies tailored to student needs and related to the specific reasons for students absences.	
4.3	Enhancing PBIS Tier 2 Implementation. To improve student behavior at Harbour View School, staff will define, communicate and document minor and major behaviors. Expected behaviors will be communicated with students as part of Tier 1 PBIS implementation. Staff will define what behaviors are managed in the classroom and what behaviors warrant a referral to the school office. These different types of behaviors will be communicated with staff with input from students, parents and students. A system to document minor behaviors will be created, shared, and utilized by staff to support data driven decision making. Students, parents and staff understanding expected behaviors, the difference between minor and major behaviors and the progression of discipline in response to behaviors leads to clear expectations and improved academic achievement.	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based strategy that will support all Harbour View Students. The PBIS Matrix at Harbour View is a table that defines expectations in various school settings campus wide. Along one axis are the expectations, while the other axis includes locations in which these behaviors are expected. It is important to have consistent expectations and practices for addressing major and minor offenses, and ensuring all stakeholders understand these elements.	

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.

Overall, seeing that the majority of students feel safe at school and feel that adults care about them it appears strategies were effective; however, Harbour View would like to see increased effectiveness in supporting positive attendance and student and parent voice in the development of plans to support positive student behavior.

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 differences in the intended implementation or 2023-2024 budgetary plans.

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

The strategy related to attendance was focused more on targeting students who are struggling with attendance to better understand unique needs, and the strategy related to PBIS was adjusted to focus on creating consistent practice and common understanding surrounding behavioral correction among all stakeholders while involving voice from all stakeholder groups as Harbour View seeks Silver or Gold recognition for their PBIS program.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,782.02
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 (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$48,782.02

Subtotal of state or local funds included for this school: \$48,782.02

Total of federal, state, and/or local funds for this school: \$48,782.02

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded	48,782.02

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	48,782.02

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,782.02

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
Jadyn Grunbaum	Principal
Dana Campbell	Other School Staff
Alissa Roys	Classroom Teacher
Edith Brito	Classroom Teacher
Electra Wickersheim	Classroom Teacher
Lucia Perales	Parent or Community Member
Tania Newton	Parent or Community Member
Jenny Wildvank	Parent or Community Member
Amanda Herring	Parent or Community Member
Virginia Villalovos	Parent or Community Member
	Principal

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 21, 2024.

Attested:

Principal, Jady Grunbaum on November 21, 2024

SSC Chairperson, Tania Newton on November 21, 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/>

Updated by the California Department of Education, October 2023