



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden View Elementary School	30-66613-6071104	11/18/24	January 14, 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 Golden View Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

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Plan Description

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

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

Schoolwide Program

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

Golden 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. Golden 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 state academic standards.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The site consults with a variety of stakeholders (teachers, staff, and parents) in order to goal set and plan for the 2024-25 school year. Multiple staff meetings, SSC meetings, ELAC meetings, and Title 1 meetings were used to gather ideas, input, and voice from all stakeholders. iReady results for June 2023, Fall 2024, and SBA 2024 results were reviewed with the various stakeholders to review goals, focus areas, and to set new goals for this school year. Collaboration and feedback show that parents, students, and school staff are in alignment with Golden View's collective vision.

PAC and Staff Meetings in September and October included collaboration on writing and delineating the ELA, Math, Family Engagement and Climate goals and strategies for SPSA. On October 29, 2024, the first ELAC meeting was held to review comprehensive needs assessment for English Learners, and SPSA review. An additional SSC and ELAC were held in November 2024, and the SSC team approved the goals and the plan for the 2024-25 school year on November 18, 2024.

SSC elections were held in the 2024-25 school year for all available positions which will be held for two years. At the first SSC meeting on 9/24/24 a training was held to train all new SSC members. At the first Title 1 meeting (9/26/24) parents were informed of the goals and Golden View's Title 1 status and areas for budget allocation.

Feedback from these meetings resulted in the development of goals to be included in the SPSA. The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the 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.

A review of current academic data, parent and student survey results, and chronic absenteeism rates show a resource inequity through chronic attendance rates. COVID 19 definitely created barriers and inequities for students. These inequities impacted their academic achievement and growth. This impacted students ability to attend class if they were ill, took away opportunities for in class collaboration and understanding, and required students to navigate technology and Internet conductivity. As absences continue in the 2024-2025 school year, the following SPSA goals and strategies embed opportunities to keep families connected through purposeful family engagement nights, along with intentional follow up, home visits, and phone calls home that will really focus on school connectedness and the importance of student in-person attendance.

In January 2023, Golden View was identified for Additional Targeted Support and Intervention (ATSI). Based on the California School Dashboard reporting, our goal is to enhance equitable access for the Low income, English Learner, and Students with Disabilities subgroups by reducing chronic absenteeism. Based on aeries attendance reports and data, one root cause for chronic absenteeism is physical health barriers. In reviewing the current school practices, one area that can be enhanced to support equitable access and decrease chronic absenteeism is that many students are facing physical health barriers. To provide additional, targeted support for this subgroup, Golden View’s staff will provide rewards for classes with high attendance percentages and provide individual attendance reward systems with individual students that are at risk to be chronically absent. The principal will award classes with top attendance each month during Golden Gathering assemblies and will weekly award individual students for attending school all week long. In addition, routine monthly phone calls are made to families that are at risk with attendance and the health tech is calling families to follow up with health concerns and to educate families on health care and prevention.

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.

ELA:
All Students: Yellow Status

Math:
All Students: Orange Status

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.

Suspension:
White: Yellow

Other Needs

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

ELA: The goal is to move the English Learner and Low Income Subgroups from Yellow status to Green as indicated on the CA Dashboard. To do this, Evidence-based interventions are provided at Golden View Elementary for English Language Arts (ELA) focus on improving reading comprehension strategies, writing, and language skills among students. These interventions are designed to support struggling readers, English language learners (ELLs), and students with language-based learning disabilities.

All Students: Yellow status
Subgroups of concern:
English Learner and Low Income: Yellow status
Hispanic - Orange status

Math: The goal is to move the English Learner from yellow to green status, and the socioeconomically Disadvantaged subgroups from Orange status to Yellow as indicated on the CA Dashboard. To do this, Evidence-based interventions

are provided at Golden View Elementary for mathematics aim to improve students' mathematical understanding, problem-solving abilities, and overall numeracy skills. These interventions are designed to address the diverse needs of students, including those who may struggle with basic math concepts or require additional support to achieve grade-level proficiency.

All Students: Orange status

Subgroups of concern:

English Learner, Low Income, Hispanic: Orange

Chronic Absenteeism:

All Students: Yellow status

Subgroups of concern:

English learners, Low Income, Students with Disabilities, Hispanic, Two or more races: Yellow status

Suspension:

All students: Green status

Subgroups of concern:

White: Yellow Status

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.29%	0.29%	1	1	1
African American	0.32%	0.57%	0.59%	1	2	2
Asian	8.54%	6.29%	5.87%	27	22	20
Filipino	0.95%	0.57%	0.59%	3	2	2
Hispanic/Latino	46.52%	46.57%	49.56%	147	163	169
Pacific Islander	0.32%	0%	0.29%	1	0	1
White	33.23%	34.86%	33.14%	105	122	113
Multiple	8.86%	10%	8.80%	28	35	30
Total Enrollment				316	350	341

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	42	74	43
Grade 1	57	45	50
Grade 2	65	64	43
Grade3	39	64	60
Grade 4	66	40	62
Grade 5	47	63	41
Total Enrollment	316	350	341

Conclusions based on this data:

1. Student enrollment has grown by approximately 1 class
2. The largest student group is Hispanic/Latino with 163 students followed by white at 122.
3. Grades 3 and 4 have the have the highest student enrollment.

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	69	64	57	20.5%	21.8%	16.7%
Fluent English Proficient (FEP)	11	14	13	3.7%	3.5%	3.8%
Reclassified Fluent English Proficient (RFEP)	8			3.0%	2.5%	

Conclusions based on this data:

1. English Learner enrollment has dropped 5.1 from 22-23 to 23-24
2. The percent of Fluent English Proficient students has increased from 22-23 to 23-24 by 0.3%.
3. The percent of Reclassified students has declined from 21-22 to 22-23.

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	40	65	59	38	64	57	38	64	57	95.0	98.5	96.6
Grade 4	70	40	59	68	38	59	68	38	59	97.1	95.0	100
Grade 5	49	64	40	48	60	40	48	60	40	98.0	93.8	100
All Grades	159	169	158	154	162	156	154	162	156	96.9	95.9	98.7

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	2396.	2388.	2381.	13.16	15.63	14.04	31.58	18.75	17.54	15.79	26.56	28.07	39.47	39.06	40.35
Grade 4	2433.	2473.	2442.	16.18	31.58	13.56	11.76	31.58	22.03	25.00	10.53	32.20	47.06	26.32	32.20
Grade 5	2478.	2480.	2486.	16.67	13.33	20.00	29.17	26.67	22.50	16.67	21.67	30.00	37.50	38.33	27.50
All Grades	N/A	N/A	N/A	15.58	18.52	15.38	22.08	24.69	20.51	20.13	20.99	30.13	42.21	35.80	33.97

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	18.42	12.50	14.04	52.63	57.81	59.65	28.95	29.69	26.32	
Grade 4	8.82	28.95	16.95	64.71	52.63	66.10	26.47	18.42	16.95	
Grade 5	14.58	13.33	25.00	64.58	66.67	55.00	20.83	20.00	20.00	
All Grades	12.99	16.67	17.95	61.69	59.88	60.90	25.32	23.46	21.15	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	12.50	8.77	50.00	50.00	42.11	39.47	37.50	49.12
Grade 4	4.41	13.16	11.86	60.29	65.79	57.63	35.29	21.05	30.51
Grade 5	22.92	11.67	15.00	52.08	61.67	60.00	25.00	26.67	25.00
All Grades	11.69	12.35	11.54	55.19	58.02	52.56	33.12	29.63	35.90

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	2.63	14.06	10.53	76.32	71.88	71.93	21.05	14.06	17.54
Grade 4	5.88	13.16	5.08	76.47	65.79	71.19	17.65	21.05	23.73
Grade 5	12.50	6.67	7.50	77.08	71.67	75.00	10.42	21.67	17.50
All Grades	7.14	11.11	7.69	76.62	70.37	72.44	16.23	18.52	19.87

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	5.26	6.25	10.53	68.42	62.50	61.40	26.32	31.25	28.07
Grade 4	14.71	15.79	8.47	70.59	68.42	69.49	14.71	15.79	22.03
Grade 5	12.50	10.00	10.00	64.58	63.33	77.50	22.92	26.67	12.50
All Grades	11.69	9.88	9.62	68.18	64.20	68.59	20.13	25.93	21.79

Conclusions based on this data:

1. Scores indicated that students performing "Above Standard" and "Standard Met" in Language Arts and Literacy has increased by approximately 5%.
2. Overall, achievement in Reading indicates 36% of total students in "Exceeded or Met," and 64% in "Nearly Met or Not Met."
3. Writing with clarity and purpose has decreased in grades 3/4 and increased slightly at "Above and At or Near 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	40	65	59	37	64	58	37	64	58	92.5	98.5	98.3
Grade 4	70	40	59	68	40	58	68	40	58	97.1	100.0	98.3
Grade 5	49	64	40	48	62	40	48	62	40	98.0	96.9	100
All Grades	159	169	158	153	166	156	153	166	156	96.2	98.2	98.7

* 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	2397.	2396.	2405.	8.11	14.06	12.07	35.14	20.31	29.31	24.32	21.88	20.69	32.43	43.75	37.93
Grade 4	2441.	2464.	2442.	13.24	15.00	13.79	19.12	42.50	15.52	30.88	20.00	39.66	36.76	22.50	31.03
Grade 5	2472.	2462.	2475.	12.50	11.29	17.50	14.58	14.52	17.50	31.25	29.03	30.00	41.67	45.16	35.00
Grade 11															
All Grades	N/A	N/A	N/A	11.76	13.25	14.10	21.57	23.49	21.15	29.41	24.10	30.13	37.25	39.16	34.62

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	13.51	20.31	15.52	51.35	45.31	48.28	35.14	34.38	36.21
Grade 4	22.06	32.50	17.24	35.29	40.00	46.55	42.65	27.50	36.21
Grade 5	10.42	8.06	17.50	50.00	43.55	52.50	39.58	48.39	30.00
Grade 11									
All Grades	16.34	18.67	16.67	43.79	43.37	48.72	39.87	37.95	34.62

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	2.70	14.06	13.79	59.46	45.31	58.62	37.84	40.63	27.59
Grade 4	11.76	25.00	18.97	45.59	45.00	39.66	42.65	30.00	41.38
Grade 5	10.42	11.29	17.50	43.75	51.61	50.00	45.83	37.10	32.50
All Grades	9.15	15.66	16.67	48.37	47.59	49.36	42.48	36.75	33.97

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	10.81	10.94	6.90	56.76	57.81	68.97	32.43	31.25	24.14
Grade 4	11.76	17.50	8.62	52.94	60.00	53.45	35.29	22.50	37.93
Grade 5	10.42	11.29	10.00	62.50	59.68	52.50	27.08	29.03	37.50
All Grades	11.11	12.65	8.33	56.86	59.04	58.97	32.03	28.31	32.69

Conclusions based on this data:

1. Although overall mathematics results for grades 3 and 5 in "Standard Met" increased, there is a marked decline in 4th grade.
2. Results indicate students performing "Above Standard" have the highest percentages in "Concepts and Procedures".
3. The area of Communicating Reasoning" increased by 4%.

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/te/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	1409.6	1386.5	1383.0	1426.3	1394.0	1406.3	1370.8	1368.7	1328.5	11	15	16
1	1404.8	*	*	1417.6	*	*	1391.7	*	*	11	8	10
2	1419.4	*	*	1435.3	*	*	1403.0	*	*	12	10	7
3	1472.6	*	1451.5	1467.7	*	1458.9	1477.2	*	1443.1	11	10	11
4	1503.5	*	*	1502.7	*	*	1503.8	*	*	19	8	7
5	1510.2	1514.7	*	1509.2	1519.1	*	1510.5	1509.9	*	12	15	9
All Grades										76	66	60

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	0.00	6.67	6.25	36.36	13.33	25.00	36.36	46.67	43.75	27.27	33.33	25.00	11	15	16
1	0.00	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11	*	*
2	8.33	*	*	16.67	*	*	58.33	*	*	16.67	*	*	12	*	*
3	9.09	*	0.00	9.09	*	9.09	63.64	*	45.45	18.18	*	45.45	11	*	11
4	5.26	*	*	36.84	*	*	52.63	*	*	5.26	*	*	19	*	*
5	8.33	6.67	*	33.33	66.67	*	58.33	13.33	*	0.00	13.33	*	12	15	*
All Grades	5.26	7.58	6.67	25.00	31.82	25.00	51.32	34.85	38.33	18.42	25.76	30.00	76	66	60

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	0.00	6.67	18.75	54.55	13.33	18.75	27.27	46.67	43.75	18.18	33.33	18.75	11	15	16
1	9.09	*	*	9.09	*	*	54.55	*	*	27.27	*	*	11	*	*
2	25.00	*	*	16.67	*	*	33.33	*	*	25.00	*	*	12	*	*
3	9.09	*	9.09	63.64	*	36.36	9.09	*	27.27	18.18	*	27.27	11	*	11
4	26.32	*	*	52.63	*	*	15.79	*	*	5.26	*	*	19	*	*
5	25.00	53.33	*	66.67	33.33	*	8.33	0.00	*	0.00	13.33	*	12	15	*
All Grades	17.11	28.79	25.00	44.74	28.79	30.00	23.68	25.76	26.67	14.47	16.67	18.33	76	66	60

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	*	6.67	0.00	*	0.00	6.25	*	60.00	56.25	*	33.33	37.50	*	15	16
1	0.00	*	*	23.08	*	*	38.46	*	*	38.46	*	*	13	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	10.00	*	0.00	20.00	*	0.00	55.00	*	27.27	15.00	*	72.73	20	*	11
4	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*	*
5	*	0.00	*	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
All Grades	2.63	4.55	1.67	7.89	3.03	10.00	56.58	53.03	43.33	32.89	39.39	45.00	76	66	60

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	9.09	0.00	12.50	81.82	60.00	68.75	9.09	40.00	18.75	11	15	16
1	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
2	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
3	54.55	*	0.00	36.36	*	63.64	9.09	*	36.36	11	*	11
4	42.11	*	*	47.37	*	*	10.53	*	*	19	*	*
5	16.67	26.67	*	83.33	60.00	*	0.00	13.33	*	12	15	*
All Grades	30.26	19.70	15.00	59.21	62.12	65.00	10.53	18.18	20.00	76	66	60

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	0.00	13.33	18.75	72.73	46.67	43.75	27.27	40.00	37.50	11	15	16
1	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
2	16.67	*	*	50.00	*	*	33.33	*	*	12	*	*
3	9.09	*	27.27	72.73	*	45.45	18.18	*	27.27	11	*	11
4	26.32	*	*	68.42	*	*	5.26	*	*	19	*	*
5	50.00	80.00	*	33.33	6.67	*	16.67	13.33	*	12	15	*
All Grades	18.42	39.39	35.00	57.89	42.42	41.67	23.68	18.18	23.33	76	66	60

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	0.00	6.67	0.00	90.91	46.67	75.00	9.09	46.67	25.00	11	15	16
1	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
2	0.00	*	*	66.67	*	*	33.33	*	*	12	*	*
3	9.09	*	0.00	45.45	*	27.27	45.45	*	72.73	11	*	11
4	5.26	*	*	78.95	*	*	15.79	*	*	19	*	*
5	0.00	0.00	*	66.67	73.33	*	33.33	26.67	*	12	15	*
All Grades	2.63	6.06	3.33	65.79	45.45	48.33	31.58	48.48	48.33	76	66	60

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	0.00	6.67	6.25	63.64	46.67	25.00	36.36	46.67	68.75	11	15	16
1	0.00	*	*	18.18	*	*	81.82	*	*	11	*	*
2	0.00	*	*	41.67	*	*	58.33	*	*	12	*	*
3	9.09	*	0.00	72.73	*	54.55	18.18	*	45.45	11	*	11
4	5.26	*	*	73.68	*	*	21.05	*	*	19	*	*
5	0.00	0.00	*	91.67	86.67	*	8.33	13.33	*	12	15	*
All Grades	2.63	4.55	6.67	61.84	63.64	50.00	35.53	31.82	43.33	76	66	60

Conclusions based on this data:

1. Overall, number of students testing decrease as grades progress with exception of grade 3. This would indicate more students are being reclassified as they progress through grade levels.
2. Reading and Writing domains continue to be areas of focus.
3. Listening and Speaking domains continue to show the highest scores.

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
350	64.3	18.3	0.6
Total Number of Students enrolled in Golden View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	18.3
Foster Youth	2	0.6
Homeless	21	6
Socioeconomically Disadvantaged	225	64.3
Students with Disabilities	61	17.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
American Indian	1	0.3
Asian	22	6.3
Filipino	2	0.6
Hispanic	163	46.6
Two or More Races	35	10
White	122	34.9

Conclusions based on this data:

- 64.3% of Golden View's student population are Socioeconomically Disadvantaged

2. The largest student subgroup is Hispanic indicating 46.6 %.

3. English learners make up 18.3% of the student population.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall academic performance in Math is indicated in the "Low" performance band and English Language Arts are indicated in the "Medium" performance band.
2. Chronic absenteeism is indicated in the "medium" performance band.
3. The overall suspension rate is within the "high" performance band.

School and Student Performance Data

Academic Performance English Language Arts

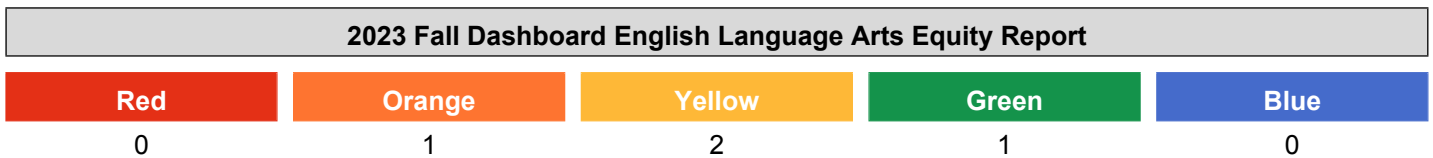
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	Less than 11 Students
24.1 points below standard	68.1 points below standard	1 Student
Increased +7 points	Increased +3 points	
156 Students	37 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
15.4 points below standard	 Yellow	87.1 points below standard
11 Students	41.7 points below standard	Increased Significantly +15.4 points
	Increased +5.2 points	41 Students
	106 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	19.8 points below standard Increased Significantly +19.2 points 12 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.4 points below standard Decreased -3 points 74 Students	3.8 points below standard Increased +14.8 points 18 Students	 No Performance Color 0 Students	 Green 19.5 points above standard Increased +10 points 49 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
110.5 points below standard Decreased -12 points 25 Students	20.2 points above standard 12 Students	10.2 points below standard Increased +5.4 points 116 Students

Conclusions based on this data:

- Overall, ELA is indicated with "medium" performance.
- The white student group is showing "high" performance with 19.5 points above standard with an increase of 10 points.
- English learners are performing "medium" in English Language Arts increasing by 3 points. Hispanic subgroup is performing in the "low" performance area with 62.4 points below standard decreasing by 3 points.

School and Student Performance Data

Academic Performance Mathematics

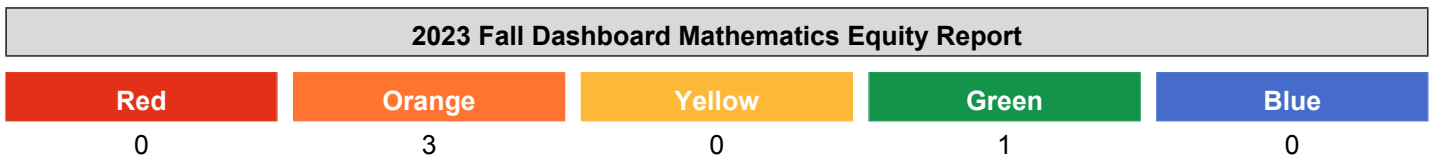
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 40.5 points below standard Maintained +2.1 points 156 Students	English Learners  Orange 71.4 points below standard Maintained +2.7 points 37 Students	Foster Youth Less than 11 Students 1 Student
Homeless 40.4 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 61.3 points below standard Maintained -1.2 points 106 Students	Students with Disabilities 106.9 points below standard Decreased -5.9 points 41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	7.3 points below standard Increased +14.9 points 12 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75 points below standard Maintained -2.4 points 74 Students	27.9 points below standard Decreased Significantly - 24.6 points 18 Students	 No Performance Color 0 Students	 Green 4.7 points below standard Increased +9.2 points 49 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
107.1 points below standard Decreased -11.9 points 25 Students	3 points above standard 12 Students	31.6 points below standard Maintained -0.1 points 116 Students

Conclusions based on this data:

1. Overall students are performing "medium" in mathematics.
2. English learner, Hispanic, and Socioeconomically Disadvantaged student subgroups are performing "Low" in mathematics.
3. The White student group is indicated at "High" in the area of mathematics with an increase of 9.2 points.

School and Student Performance Data

Academic Performance English Learner Progress

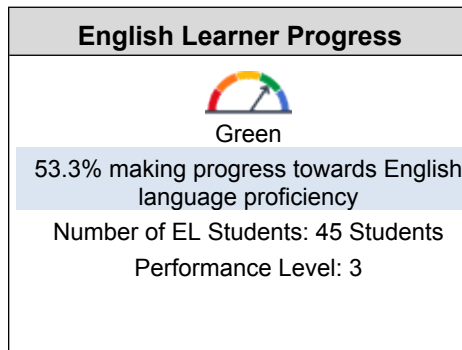
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	13	0	24

Conclusions based on this data:

1. English Learner progress shows "high" with a performance level of 3 and 53.3 points above standard indicating over 50% are progressing towards English proficiency.
2. 24 of our English learners progressed at least one ELPI level.
3. 8 of our English Learners decreased one ELPI Level.

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.

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







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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 Yellow 14% Chronically Absent Declined Significantly -16.6 371 Students	English Learners Yellow 15.7% Chronically Absent Declined -11.1 70 Students	Foster Youth Less than 11 Students 2 Students
Homeless 23.1% Chronically Absent Declined -8.5 26 Students	Socioeconomically Disadvantaged Yellow 16.8% Chronically Absent Declined Significantly -16.5 244 Students	Students with Disabilities Yellow 18.1% Chronically Absent Declined -14.8 72 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	9.1% Chronically Absent Declined -12.1 22 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.3% Chronically Absent Declined Significantly -17.5 175 Students	 Yellow 10.3% Chronically Absent Declined -7.9 39 Students	 No Performance Color 0 Students	 Green 9.2% Chronically Absent Declined -19.3 130 Students

Conclusions based on this data:

1. Chronic absenteeism is indicated as "Medium" with all students at 14% chronically absent.
2. Students with Disabilities and Hispanic students were chronically absent and scored "Medium" at 18.1 and 18.3 respectively.
3. Chronic absenteeism has declined for all student subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

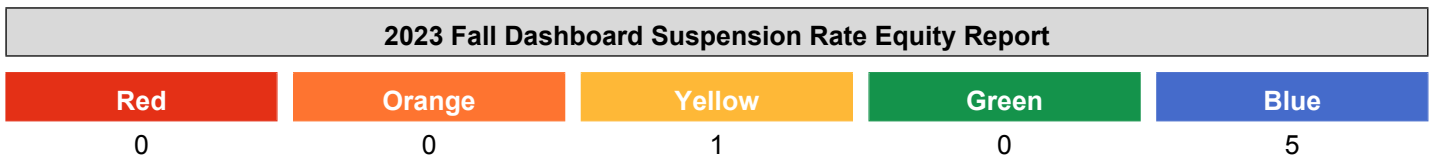
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.5% suspended at least one day Increased 0.5 378 Students	English Learners  Blue 0% suspended at least one day Maintained 0 72 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day Maintained 0 27 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 249 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 74 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>4.5% suspended at least one day Increased 4.5 22 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 179 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 39 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Yellow 0.8% suspended at least one day Increased 0.8 132 Students</p>

Conclusions based on this data:

1. Overall students were at 0.5% for the whole school.
2. All subgroups indicate "Very Low".
3. Student subgroup for suspension was "white."

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, the All Students group will increase from 24.6% Core to 70% Core. Smarter Balanced Assessments English Language Arts met/exceeded results for All students will increase from 35.89% (2023-24) to 46% (2024-25) through a focus on informational text and writing. The 2024 Dashboard results will increase from Yellow status to Green 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 Goals 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 some Golden View students are on track for success with reading, the Fall iReady data indicates that fewer students were scoring Core in the Low Income (20.7%), Students with Disabilities (7.0%), English Learner and Foster Youth (0.0%) subgroups than our All Student (24.6%). The 2023-24 SBA results indicate that while the All students (35.89%) scored met/exceed, the English Learner (10.29%), Low Income (27.62%), Students with Disabilities (17.24%), Foster Youth (19.92%) subgroups gap are wider. By looking deeper, we plan to increase a focus on writing to support overall improvement of SBA ELA scores. While the All students scored at the Yellow status on the 2023 California Dashboard, the English Learner and Low Income subgroups were also at the Yellow Status. With a focus on informational text, Fall iReady reading diagnostic indicates that 39% of all learners are one or more grade levels below in reading comprehension with informational text. This is an increase of 4% from last year. Increasing students' skills in reading comprehension with informational text will support their learning in all content areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading: At or Above All Student Group and Subgroups	Schoolwide September 2024 Results for All students: At/Above (Core): 24.6% 1 grade level below (Strategic): 40.6% 2 grade levels below (Intensive): 34.8% Subgroups: English learner: 0.0% Low Income: 20.7% Students with Disabilities: 7.0% Foster Youth: 0% Homeless: 24.0%	Schoolwide September 2024 Results for All students: At/Above (Core): 70.0% 1 grade level below (Strategic): 20% 2 grade levels below (Intensive): 10% Subgroups: English learner: 20% Low Income: 30% Students with Disabilities: 15% Foster Youth: 35% Homeless: 35%
CAASPP Assessments - English Language Arts for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students 35.89% Subgroups: English learner: 10.29% Students with Disabilities: 17.24% Low Income: 27.62% Hispanic: 27.10%	2024-25 Scoring Met/Exceeded: All Students 46.0% Subgroups: English learner: 20.0% Students with Disabilities: 27.0% Low Income: 38.0% Hispanic: 38.0%
2023 CA Dashboard - ELA	All Students: Yellow Status English learners and Low Income: Yellow Status Hispanic: Orange Status	2024 CA Dashboard All Students: Green Status English learners and Low Income: Green Status Hispanic: Yellow 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	Close Reading Strategies - In order to increase reading achievement, particularly with a focus on non-fiction text, all teachers will utilize intentional and specific Close Reading strategies to support all Golden View students with reading comprehension. Students will learn how to cite text evidence (ie: Scholastic News), annotate, note text features, with a focus on key details and main ideas as articulated vertically across all grade levels. Students will also engage in weekly academic vocabulary. Grade K-2 will additionally implement U-FLI phonics strategies/fluency weekly. DOK 1-4 leveled questioning strategies, and action oriented tasks as stated above based on non-fiction readings Wonders Close reading and Scholastic News) to give access to their core programs as evidenced by administration classroom visits, Coaching Tuesdays observations, and small group differentiated schedules. To support increased reading comprehension, Golden View will continue to support the Growing readers and AR reading programs along with via assemblies to incentivize monthly awards. PLC and release time for planning and collaboration will be provided, and materials	Close Reading instruction with intentional strategies will support all students. Developing close reading skills is also expected to increase comprehension for English Learners and Students with Disabilities.	7268.25 Title I 2527.75 Title I

	and resources (ie: Scholastic news for each grade level will be purchased as needed. Teachers will have opportunities to engage in professional development to support the above strategies.		
1.2	Small Group Differentiated Instruction - In order to increase student achievement, all students will receive small group, intentionally targeted differentiated instruction with UDL, to support reading comprehension at minimum, three times per week as measured by Coaching Tuesdays, collection of small group, differentiated instruction schedules, and administrator classroom visitations. Small groupings and differentiated instruction provide students with tailored instruction needed to fill skill gaps and accelerate learning. To support implementation, teachers will receive release time for planning, collaboration, modeling, and observing instruction. Teachers will consistently monitor and analyze i-ready data to structure appropriate groupings, weekly tests, and re-teach materials, and Wonders leveled readers, to better meet the individual needs of all learners. Additional support staff, including two, part-time bilingual instructional aides will be used to enhance small-group and targeted instruction as a second dose for English learner support, with ELPAC domain specific strands guiding the intervention. Reading Intervention teacher, Supplemental resources, materials, and technology will be purchased to support small groupings as needed.	Small group, targeted differentiated instruction will support all Golden 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.	45,000 Title I 7374.99 District Funded 15,717.05 District Funded
1.3	Daily Writing In order to increase student achievement, all students will receive weekly instruction targeting informational text through writing short constructed responses focused on citing evidence to support main ideas and key details, as evidenced by administration classroom visits, Coaching Tuesdays observations, and writing schedules. After using close reading passages, students will connect reading comprehension to writing by incorporating thinking maps, speaking from the map using academic vocabulary, and then utilizing the map to structure and sequence informational writing. In addition, teachers will implement Momentum in Teaching writing strategies in both non-Informational and Narrative writing based upon recent professional development. To support implementation, teachers will receive professional development with Momentum in Teaching throughout the year and be provided collaborative planning time to analyze student work by grade level and create teaching points aligned to student need as part of differentiation specific to their curriculum.	Explicit daily writing instruction will support all Golden View learners. Improving on writing skills is expected to lessen the performance gap for English Learners and Student with Disabilities (compared to the "all students" group).	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-2024 strategies and activities were implemented as planned. Based on i-ready data analysis, in September of 2023, the overall score of students at the core level were at 23.9% and by June 2024, the overall score of students at the core level was at 53.7%, a 29.8% increase indicating success in implemented strategies. SBA state test scores in met or exceeded in 2024 were at 35.89%, which decreased from 43.21% (-7.32%) in 2023.

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 2023-2024 implementation or budget.

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.

Most notable changes will include writing instruction to change from weekly writing to daily writing by implementing professional development as provided by the district, the implementation of UFLI phonics instruction in grades K-2, and projected Reading Intervention teacher.

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, the All Students group will increase from 10.7% Core to 70% Core. Smarter Balanced Assessments Math met/exceeded results for All students will increase from 35.25% (2023-24) to 42% (2024-25) through a focus on Numbers and Operations (foundational math skills) by justifying and explaining answers. The 2024 Dashboard results will increase from Orange status to Yellow 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 Goals 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 some Golden View students are on track for success with foundational math skills, the Fall iReady data indicates that fewer students were scoring Core in the English Learner (0.0%), Low Income (7.4%) and Students with Disabilities (4.8%) subgroups than our All Student (10.7%). The 2023-24 SBA results indicate that while the All students (35.25%) scored met/exceed, the Low Income (25.96%), English Learners (10.25%), and Students with Disabilities (10.35%) subgroups gap are wider. By looking deeper, we plan to increase a focus on Numbers and Operations (foundational math skills) and justifying answers to support overall improvement of SBA Math scores. While the All students scored at the Orange status on the 2023 California Dashboard, the Low Income subgroup was Orange status, while English Learners scored a Yellow status, and the Students with Disabilities subgroup scored no status. With a focus on Numbers and Operations, Fall iReady Math diagnostic indicates that 55% of all learners are one or more grade levels below in Number and Operations. This is a 2% increase from last year. Increasing students' skills in Number and Operations will support their learning in all content areas

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math: At or Above All Student Group and Subgroups	Schoolwide September 2024 Results for All students: School-wide: At/Above (Core): 10.7% 1 grade level below: 54.2% 2 grade levels + below: 35.2% Subgroups: English Learner: 0.0% Low Income: 7.4% Students with Disabilities: 4.8%	Schoolwide March/May 2025 Results for All students: School-wide: At/Above (Core): 70% 1 Grade level below (Strategic): 30% 2 Grade level below (intensive): 10% Subgroups: English Learner: 10% Low Income: 15% Students with Disabilities: 10%
CAASPP Assessments - Mathematics for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students 35.25% Subgroups: English learner: 10.25% Low Income: 25.96% Students with Disabilities: 10.35% Hispanic: 23.0%	2024-25 Scoring Met/Exceeded: All Students: 42% Subgroups: English learner: 20.0% Low Income: 36% Students with Disabilities: 20% Hispanic: 35 %
2023 CA Dashboard - Mathematics	All Students: Orange Status English learners, Low Income, Students with Disabilities, and Hispanic: Orange status	2024 CA Dashboard All Students: Yellow Status English learners, Low Income, Students with Disabilities, and Hispanic: Yellow 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	i-Ready Personalized Pathway - In order to increase student achievement in math, Golden View students will set individual goals via: lesson, growth percentage, and stretch goals. Students will complete a minimum of 2 to 3 lessons per week (or minimum of 30 minutes) of their i-Ready personalized pathway as evidenced by both weekly and monthly progress monitoring. In addition, re-teach concepts printed directly from i-ready will be utilized as additional support tailored to meet students' individual needs. Progress will be monitored by teachers weekly, and administration monthly on lesson completion rates.. Administration will collaborate with the teaching team to establish a program that will serve to incentivize students to complete their personalized pathway and achieve overall diagnostic growth.	Utilizing the i-ready personalized pathway with a minimum of 2-3 lessons per week will support all Golden View learners. Consistently using i-ready is expected to increase math/literacy skills for English Learners and Low incoming subgroups and decrease performance gaps. Our SBA state test scores grew four points due to the strategies we have in place.	
2.2	Small Group Differentiated Instruction - In order to increase student achievement, all students will receive small group, targeted differentiated instruction with UDL, to support number and operation skills. Small groupings and differentiated instruction will provide students with tailored instruction needed to fill skill gaps and accelerate	Small group, targeted, differentiated instruction will support all Golden View learners. Using targeted, differentiated instruction is expected to increase math skills for	1,000 Title I

	learning. Teachers and students will use these small group opportunities to pinpoint areas of need or acceleration, at minimum, three times per week as measured by Coaching Tuesdays, collection of small group, differentiated instruction schedules, and administrator classroom visitations. To support implementation, teachers will receive release time to collaborate, observe other teachers, and analyze data/progress to better meet the needs of all learners. Students will also be provided incentive items to celebrate math skills progress, and supplemental resources will be purchased to support small groupings.	English Learners and Low Income subgroups.	
2.3	Mathematical Practice #3 Problem Solving and Justification - To increase student achievement in math, students will receive explicit instruction in Mathematical Practice #3 (MP3). MP3 requires students to use a variety of problem solving strategies and then explain their thinking both orally or in writing. These strategies will help students develop foundational skills and number sense through mental math and also by explaining and justifying their reasoning. To implement this strategy, teachers will use a variety of instructional strategies such as Number Talks, CGI (Cognitively guided instruction), word problem deconstruction, and promote student talk, to provide students the opportunity to make connections, come up with their own strategies, listen to their thinking of their peers, and justify their thinking. Teachers will provide intentional opportunities for student collaboration, academic discourse, and active engagement during instruction. To support engagement and understanding, students will articulate their thinking and access grade level content through collaborative discussions that incorporate academic language. To support implementation, teachers will receive release time for planning and collaboration, and additional instructional materials as needed.	Mathematical Practice #3 supports problem solving and justification of answers. Focusing on this skills and strategy will support all Golden View learners. Using these strategies is expected to increase math skills for all learners, including decreasing the gap for English Learners and Low Income subgroups.	2,800 Title I
2.14			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-2024 strategies and activities were implemented as planned. Based on i-ready data analysis, in September of 2023, the overall score of students at the core level were at 8.7% and by June 2024, the overall score of students at the core level was at 45.8%, a 37.1% increase. SBA state test scores in met or exceeded in 2024 were at 35.25%, which decreased from 36.74 % (-1.49%) in 2023.

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 2023-2024 implementation or budget.

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.

To increase student achievement, Strategy 1: Active Engagement strategies will be removed and replaced with i-Ready Personalized Pathway whereupon students will engage in a minimum of 2-3 lessons per week.

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

Golden View will offer parent learning opportunities to help parents understand student learning strategies and increase communication with parents regarding student progress and school events, attendance as measured by the Spring 2024 OVSD Parent Survey data.

Using the Spring 2024 OVSD Parent Survey data, responses to families feeling listened to will increase from 62 to 75%, and feeling welcomed at school will increase from 65% to 75%. In addition, families reporting receiving resources to support their children at home will increase from 61% to 75%. Providing resources to families and maintaining weekly communications, to provide support and learning at home will positively impact student achievement and well-being.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Current parent survey data shows that Golden View families find the school culture and communication generally positive. The area where Golden View staff can provide additional, focused support is in Parent Engagement and outreach. The OVSD Parent Survey indicates 61% of families reported that they felt the school provides opportunities and resources to learn how to support their children at home, while 62% feel their input is listened to. Additionally, the data confirms that 61% of families state they receive regular communication regarding their child's progress and 65% feel welcomed at their child's school. Increasing families' engagement and empowering them with skills in supporting their children in the home environment will also support the goal 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: 62% I am welcomed at my child's school: 65% School provides opportunities to learn how to support students at home: 61%	OVSD Parent Survey - Spring, 2025 My Input is listened to: 75% I am welcomed at my child's school: 75% School provides opportunities to learn how to support students at home: 75%
Facebook & Instagram Data Content Overview	August 2023 - July 2024 FB Reach - 6.7 k views This metric counts the current reach of FB content. FB Content Follows - 51 The number of current followers	August 2024 - July 2025 FB Reach - 7k views This metric counts the reach of FB content. FB Content Follows- 100 The number of followers

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	<p>Increase Parent Contact & Communication - To increase parent engagement and student achievement, Golden View will expand and enhance communication with families and the community. This will include communications sent to families via Parent Square and postings on social media (Instagram and Facebook). Intentional and structured messaging through Parent Square communications with links related to upcoming workshops, parenting strategies, volunteer opportunities, SSC meetings, PTO meetings, ELAC meetings, and other school events will be sent once weekly, at the same time and day to promote consistency and establish pattern. Golden View will also ensure paper flyers sent home in student communication folders, social media posts, and on site promotions to ensure parents know of upcoming events and activities to increase attendance participation. Communications will be focused to keep all families updated with not only school highlights, events, and general reminders, but also provide resources that can support their children's academic, health, and social-emotional wellbeing.</p>	<p>Increasing parent contact and communication will support the family-school partnership. All Golden View learners will benefit from increased communication; however, it is expected to increase achievement and support for the English Learner, Low Income and Homeless student subgroups.</p>	
3.2	<p>Civic Engagement Environmental Showcase - To increase parent engagement, Golden View will provide families a Civic Engagement Environmental Showcase event. To prepare for the showcase, students have opportunities for voice and choice and UDL practices to decide on an environmental issue tied to the NGSS standards. Students work with their families and peers to create projects to display their knowledge. Families attend a showcase event to showcase their projects and learn about other Environmental issues at hand, and the solutions that the students have come up with. These events will be provided by Golden View staff and, when appropriate, outside partnerships. To support this event, our environmental science teacher, newly appointed Environmental Coordinators and principal will assist Golden View staff in the planning and logistics.</p>	<p>To increase parent engagement, Golden View will provide families a Civic Engagement Environmental Showcase event. All Golden View learners will benefit and build connections between the parents, outside partners, and Golden View students. All Golden View learners will benefit from participation in the Civic Engagement Environmental Showcase, however, it is expected to increase achievement and support for the English Learner, Low Income and Homeless student subgroups.</p>	26,000 Title I
3.3	<p>Home-School Connection Events - To increase family engagement and student achievement, Golden View will provide Coffee with the Principal events (1 per trimester) based on parent interests garnered via parent surveys, a Literacy Picnic, and</p>	<p>By building the home-school partnership and offering strategic and intentional resources on a consistent basis to</p>	1,338 Title I Part A: Parent Involvement

	<p>at least (1) Family Learning Night focused on supporting families on best practices to use with their students at home to support with ELA and/or Math understanding in reading informational text and Number Sense. To support these events, task force pay will be provided to Golden View staff and resources and materials will be purchased as needed. To support implementation, Golden View will utilize our bilingual parent liaison to assist in outreach planning of the events by helping to communicate with families via phone calls/emails and attending the event when possible.</p>	<p>parents, all Golden View students will benefit from these events and is expected to increase academic achievement support for the English Learner, Low Income and Homeless student subgroups.</p>	<p>1,500 Title I</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-2024 strategies and activities were implemented as planned.

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 changes to budget or implementation.

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.

Strategy 3 has been changed from Accelerated Reader to Home Connection Events by implementing (3) intentional Coffee with the Principal events to provide parents with resources, tutorials, and collaboration. This is based upon the parent climate survey with a focus to provide parents opportunities to support their student at home and to keep parents connected to school by feeling listened to, and also to ensure parents are aware of school events and expectations.

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

Based on student climate survey data, the 2024-25 goal will focus on increasing students' respect toward each other through their actions and words, increasing understanding of school expectations, and promoting a culture of care fostered by relationships. In addition, to improve on school culture and student achievement, Golden View will regularly track and monitor attendance reports. To support building positive connections and relationships, students report having a staff member who cares about them 80.9% (2nd-3rd grades) and 85.2% (4th-5th grades). Students report of feeling safe at school 79.8% (2nd-3rd grades) and 80.4% (4th-5th grades). Students report understanding of school-wide expectations, 57.3% (2nd-3rd grades) and 69.29% (4th-5th grades). In addition, students report "speaking in a nice way" 47.2% (grades 2-3) and reports of "saying mean things" 38.3% (grade 4-5). The 2024 Dashboard results for the All Student groups for Suspension will remain Green or increase to Blue, and the attendance status will increase from Yellow to Green. Attendance Rates for all students will increase from 94.8%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals 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.

Data from the Spring 2024 OVSD Climate Survey suggests that students in Grades 2-5 would benefit from structures and practices that will make them feel happier, connected, and safe at school. These structures and practices will likely lead to higher attendance rates and more engagements while at school. To support building positive connections and relationships, students will increase their reporting of having a staff member who cares about them from 80.9% to 85% (2nd-3rd grades) and 85.2% to 90% (4th-5th grades). In regards to physical and emotional safety, students will also increase their reporting of feeling safe at school from 79.8 to 90% (2nd-3rd grades) and 80.4% to 90% (4th-5th grades). To increase understanding of school-wide expectations, students will increase positive responses from 57.3% to 80% (2nd-3rd), and 69.29% to 80% (4th-5th). In addition, Golden will work to increase reports of students "speaking in a nice way" from 47.2% to 70% (grades 2-3) while reducing reports of "saying mean things" from 38.3% to 60% (grade 4-5). Research supports that relationships and connections are vital in promoting student achievement and building upon these is a continued need for Golden View. The 2024 Dashboard results for the All Student groups for Suspension will remain Green or increase to Blue, and the attendance status will increase from Yellow to Green. Attendance Rates for all students will increase from 94.8% to 96%.

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>Students feel the teachers and adults at school care about you 2nd-3rd Grade = 80.9 4th-5th Grade = 85.2</p> <p>Students feel safe at school 2nd-3rd Grade = 79.8% 4th-5th Grade = 80.4%</p> <p>Students know the Rules 2nd-3rd Grade = 57.3% 4th-5th Grade = 69.29%</p> <p>Students talk in a kind way (2-3) / Say mean things about other students (4-5) 2nd-3rd Grade = 47.2% 4th-5th Grade = 38.3%</p> <p>Know the school's rules: 65% Know the school's reward system 61% School Provides Safe Social/ Environment: 61%</p>	<p>OVSD Student Climate Survey - Spring, 2025 Students feel the teachers and adults at school care about you 2nd-3rd Grade = 90% 4th-5th Grade = 90%</p> <p>Students feel safe at school 2nd-3rd Grade = 90% 4th-5th Grade = 90%</p> <p>School Rules are Fair 2nd-3rd Grade = 80% 4th-5th Grade = 80%</p> <p>Students talk in a kind way (2-3)/Say mean things about other students (4-5) 2nd-3rd Grade = 70% 4th-5th Grade = 60%</p> <p>Know the school's rules: 75% Know the school's reward system: 75% School Provides Safe Social/ Environment: 75%</p>
Attendance 2023 CA Dashboard and OVSD Aeries Records	<p>All Students: Yellow Status English Learner, Low Income, Students with Disabilities, Hispanic, and Two or More races: Yellow Status</p> <p>All Students and English Learner: 94.8% Low Income and Hispanic: 94.2% Students with Disabilities: 94.7% Two or More races: 95.3%</p>	<p>2024 CA Dashboard All Students: Green Status English Learner, Low Income, Students with Disabilities, Hispanic, and Two or More races: Green Status</p> <p>All Students and English Learner: 96% Low Income and Hispanic: 96% Students with Disabilities: 96% Two or More races: 96%</p>
Suspension 2023 CA Dashboard and OVSD Aeries Records	<p>All Students: Green status White: Yellow status English Learners, Low Income, Students with Disabilities, Hispanic, and Two or more races: Blue status</p>	<p>2024 CA Dashboard All Students: Blue status White: Blue status English Learners, Low Income, Students with Disabilities, Hispanic, and Two or more races: Blue status</p>

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	SEL Lessons and Team Building Activities: Students will participate in focused monthly character education lessons and activities through classroom instruction, and music lessons. In order to increase student achievement and well-being, Golden View students will engage team building activities (ie: ropes course, morning SEL circles) to	All Golden View students will receive character trait education lessons along with monthly team building activities from the Challenge Works	14,500 Title I 2,500 Title I

	<p>promote respect for themselves, each other, and the environment. In addition, Golden View will embrace “Kicks to Learn,” program, as an intramural activity at lunch designed not just to promote physical fitness, but to also teach leadership, teamwork, collaboration and social emotional learning. Overall, these lessons will build trust, empathy and respect and promote positive student collaboration. Monthly team building activities are delivered through classroom climate lessons from both teacher and Social Wise Intern, and environmental science lessons provided by an Environmental Science teacher on the farm. Materials and resources to support the lessons and activities will be purchased as needed.</p>	<p>professional development lessons either on the Challenge Course or in their classrooms. All Students will also receive SEL, Collaboration, and physical fitness lessons via Kicks to Learn program. All students will also receive monthly SEI lessons directly taught by Social Wise Intern. All Golden View learners will benefit from these opportunities however, it is expected to increase achievement and support for the English Learner, Low Income and Homeless student subgroups.</p>	
4.2	<p>Attendance: Monthly and Trimester Incentives To improve school climate and student achievement, Golden View will regularly track and monitor attendance reports utilizing OVSD on Demand reports as provided by the district. Through consistent attendance incentives and appropriate intervention for students who are chronically absent, all students will benefit as the community is strengthened. Aeries and Parent Square communications will be sent out emphasizing the importance of attendance, specifically targeting grade level, class, and/or specific students so families may receive positive recognition and reinforcement for coming to school. To strengthen the home-school relationship, phone calls home and /or home visits will be made to connect with families to discuss supports, and identify any barriers. The principal will work with the leadership team and staff to determine appropriate incentives and student /class recognition on a monthly and trimester basis.</p>	<p>All Golden View students will participate in incentive programs to increase attendance in school, however, it is expected to increase achievement and support for the English Learner, Low Income and Homeless student subgroups.</p>	1,500 Title I
4.3	<p>Positive Behavioral Interventions & Supports (PBIS): To increase student achievement and school culture/climate, Golden View will continue to implement and enhance the existing PBIS program and structures. This includes reviewing and refining the current PBIS incentive program and data analysis procedures with the newly defined PBIS committee. The Golden Ticket system will be introduced to newer staff and encouraged by tenured staff. Principal will work with PTO to support student stores as reward to Golden tickets. PBIS Matrices will be reviewed, evaluated, and revised to encompass all learning environments and shared spaces are included. The PBIS team will work to ensure classroom matrices are clearly posted in each class. Presentation review of PBIS standards, norms, and expectations will take place each trimester as a “norms and expectations</p>	<p>All students will participate in character education monthly to promote respect schoolwide. All students are receiving positive character trait lessons in class monthly. Positive Behavioral Interventions & Supports (PBIS) is an evidence-based strategy that will support all Golden View students, in understanding school-wide expectations and norms. It is expected to increase achievement and support for the</p>	1,500 Title I

	refresher” in all classes based upon identified area of need as noted by Aeries discipline data collection and teacher records.	English Learner, Low Income and Homeless student subgroups.	
4.6			
4.11			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-2024 strategies and activities were implemented as planned.

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 changes to budget or implementation.

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.

Strategy 4.1 has the addition of the "Kicks to Learn" intramural and SEL program twice weekly which will be new to Golden this year to increase school climate.

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	\$107,434
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,526.04
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$106,096.00
Title I Part A: Parent Involvement	\$1,338.00

Subtotal of additional federal funds included for this school: \$107,434.00

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

State or Local Programs	Allocation (\$)
District Funded	\$23,092.04

Subtotal of state or local funds included for this school: \$23,092.04

Total of federal, state, and/or local funds for this school: \$130,526.04

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	23,092.04
Title I	106,096.00
Title I Part A: Parent Involvement	1,338.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	23,092.04
	Title I	106,096.00
	Title I Part A: Parent Involvement	1,338.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,888.04
Goal 2	3,800.00
Goal 3	28,838.00
Goal 4	20,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Principal	Principal
Lolly Garcia	Other School Staff
Alissa Connally	Classroom Teacher
Jill Dowd	Classroom Teacher
Amie Julianna	Classroom Teacher Parent or Community Member
Helena Moore	Parent or Community Member
Lacy Kemp	Parent or Community Member
Welby Cham	Parent or Community Member
Sarah Orndorff	Parent or Community Member
Annie Byrd	Other School Staff Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 05, 2024.

Attested:



Principal, Venus Moeller on 11/05/24



SSC Chairperson, Welby Cham on 11/05/24

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