School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hope View Elementary School	30-66613-6029607	November 18, 2024	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 Hope View Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

Hope View completes a SPSA in order to engage our educational partners in the data analysis and planning process. In December 2023, Hope View was identified by the CA Dashboard as Additional Targeted Support and Improvement (ATSI) based on Chronic Absenteeism for English Learners.
The ATSI plan will be addressed in the Resource Inequities section of the SPSA. There are no funds available for this designation. An intervention plan was developed with essential educational partners in April 2024 (teachers/staff).

Hope 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.

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

Schoolwide Program

Additional Targeted Support and Improvement

Hope View completes a SPSA in order to engage our educational partners in the data analysis and planning process. In December 2023, Hope View was identified by the CA Dashboard as Additional Targeted Support and Improvement (ATSI) based on Chronic Absenteeism for English Learners.
The ATSI plan will be addressed in the Resource Inequities section of the SPSA. There are no funds available for this designation. An intervention plan was developed with essential educational partners in April 2024 (teachers/staff).

Hope 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.

Hope View is dedicated to meeting the academic, social/emotional, attendance, and behavioral needs of students through a Multi-Tiered System of Supports (MTSS). In December 2023, Hope View was identified by the CA Dashboard as Additional Targeted Support and Improvement (ATSI) based on Chronic Absenteeism for English Learners.

To support MTSS, ongoing professional growth experience and improvement is provided for teachers, classified staff, principal, and other leaders to increase the performance of all students, including English Learners and diverse student subgroups. Data analysis and a tiered approach to instruction and supports are included within MTSS. Hope 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 support for students who continue to struggle are provided through Tier 2 (Strategies) and Tier 3 (Intensive) evidence-based intervention and services to ensure all students meet state academic standards.

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

Educational Partner Involvement

How, when, and with whom did Hope 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 Hope View students.

As of December 2023, Hope View was designated as ATSI status for chronic absenteeism for the English Learner subgroup who scored red on the California Dashboard. Additionally the Students with Disabilities and Asian subgroup scored Orange, and the Low Income, Hispanic, and All students subgroups scored Yellow. Beginning in January 2024 and continuing through to September and October 2024 at monthly staff meetings, PTO meetings, and School Site Council meetings stakeholders were involved in the development of the goal setting and planning to gather ideas, input, and voice to address ATSI. Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals) for the 2024-2025 school year. The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement Goals of the SPSA aligned with the goals outlined in the District's LCAP.

Teachers, staff and parents were involved in the goal setting and planning for the 2024-25 school year. Multiple staff meetings, SSC/ELAC meetings, were used to gather ideas, input, and voice from all stakeholders. California Dashboard and local indicator, CAASPP results, and iReady results were reviewed with the various educational partners to evaluate goals, focus areas and set new goals for this school year. Collaboration and feedback show that parents, students, and school staff are in alignment with the vision for Hope View students.

SSC elections were held in the September 2024, school year for all available positions. At the first SSC meeting on September 26, 2024, a training was held to educate all new members of SSC followed by nominations and elections to various positions to serve for a two year term. In September and October 2024, PAC, ELAC, SSC, and Staff meetings included collaboration on writing the goals for the SPSA. In November 2024, the SSC and ELAC approved the goals and the plan for the 2024-25 school year.

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.

In December 2023, Hope View was designated for Additional Targeted Support and Intervention (ATSI) following analysis from the California School Dashboard reporting. Hope View's primary objective is to bolster equitable access for all student groups, including English learners, Students with Disabilities, Asians, Hispanics, and Low-Income, by reducing chronic absenteeism. A significant finding from student survey data indicates that mental health barriers contribute to chronic absenteeism. To address this, staff are focusing on enhancing student support and interventions within our school practices. Furthermore, Hope View's staff will persist in setting check-in and check-out goals, incentivizing punctual daily attendance, and maintaining ongoing communication with families regarding the importance of attending school daily. Creating a conducive environment for students during their morning transition, including a quick check-in and a serene space, aims to alleviate anxiety and bolster motivation for attending school, ultimately reducing chronic absenteeism.

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.

Based on the California School Dashboard in December 2023, Hope View was identified eligible for Additional Targeted Support and Improvement (ATSI) in Chronic Absenteeism for the English learner subgroup who scored Red status with 30.30% chronically absent. Additionally, the both the Students with Disabilities subgroup with 26.13% chronically absent and Asian subgroup with 14.6% chronically absent scored Orange status. The Hispanic subgroup with 18.5% chronically absent, the Low Income subgroup with 25.58% chronically absent, and the All Students subgroup with 10.94% chronically absent all scored Yellow status.

Addressing and reducing chronic absenteeism is crucial for ensuring student success and engagement. To support these efforts, Hope View staff will implement several supportive measures. Punctual daily attendance will be incentivized as well as weekly and monthly perfect attendance. Staff and teachers will make, document, and monitor regular personal phone calls when students are absent. Maintaining ongoing communication with families regarding the importance of attending school daily will also help reduce chronic absenteeism. Staff will utilize the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) to effectively identify and address any underlying barriers hindering attendance. These collaborative effort involves various stakeholders to devise tailored solutions. Organizing parent/student/teacher conferences will allow for a comprehensive understanding of the challenges students face and facilitate the development of targeted strategies through family engagement strategies. Hope View will provide attendance support counseling for personalized guidance and encouragement thereby fostering a positive environment conducive to regular attendance and academic achievement. Additionally, staff are focusing on enhancing student support and interventions practices. Hope View's staff will persist in setting check-in and check-out goals. Creating a conducive environment for students during their morning transition, including a quick check-in and a serene space, aims to alleviate anxiety and bolster motivation for attending school. Through these proactive steps, Hope View will create a supportive network that empowers students to overcome obstacles, thrive in their educational journey, and ultimately reduce chronic absenteeism for all students.

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.

The Hispanic subgroup with 18.5% chronically absent, the Low Income subgroup with 25.58% chronically absent, and the All Students subgroup with 10.94% chronically absent all scored Yellow status.

Other Needs

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

According to Ocean View School District Aeries/internal indicator, to date the monthly district attendance expectation of 95% has been met six of the eight months.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hope 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	0.18%	0.18%	0.18%	1	1	1
African American	0.91%	0.55%	0.53%	5	3	3
Asian	8.03%	8.27%	6.60%	44	45	37
Filipino	0.36%	0%	%	2	0	
Hispanic/Latino	22.26%	21.14%	22.82%	122	115	128
Pacific Islander	0.73%	0.37%	0.36%	4	2	2
White	55.47%	56.8%	55.97%	304	309	314
Multiple	10.77%	10.66%	11.59%	59	58	65
			Total Enrollment	548	544	561

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	101	113	65
Grade 1	87	80	92
Grade 2	80	86	90
Grade3	74	79	87
Grade 4	108	75	86
Grade 5	98	111	76
Total Enrollment	548	544	561

Conclusions based on this data:

1. Hope View student enrollment has declined over the past 3 years.
2. The kindergarten enrollment for the 2023/24 school year are less the outgoing 5th grade numbers for the 2023/24 school year.
3. Kindergarten enrollment is down significantly from the 21-22 school year to the 23-24 school year.

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	34	35	30	5.4%	6.2%	5.3%
Fluent English Proficient (FEP)	15	12	14	3.0%	2.7%	2.5%
Reclassified Fluent English Proficient (RFEP)	12			9.7%	2.2%	

Conclusions based on this data:

1. There were 30 EL students at Hope View for the 2023-2024 school year.
2. Out of the total number of students for the 2023-24 school year, 5.3% are English learners.
3. The number of EL students reclassifying has decreased over the past three years.

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	73	77	84	72	77	84	72	77	84	98.6	100.0	100
Grade 4	104	74	84	103	74	84	103	74	84	99.0	100.0	100
Grade 5	92	109	75	90	109	75	90	109	75	97.8	100.0	100
All Grades	269	260	243	265	260	243	265	260	243	98.5	100.0	100

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	2474.	2496.	2442.	40.28	51.95	40.48	31.94	28.57	16.67	19.44	15.58	20.24	8.33	3.90	22.62
Grade 4	2489.	2493.	2524.	34.95	29.73	48.81	23.30	33.78	25.00	21.36	20.27	15.48	20.39	16.22	10.71
Grade 5	2540.	2524.	2515.	32.22	29.36	20.00	35.56	26.61	40.00	20.00	28.44	24.00	12.22	15.60	16.00
All Grades	N/A	N/A	N/A	35.47	36.15	37.04	29.81	29.23	26.75	20.38	22.31	19.75	14.34	12.31	16.46

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	36.11	38.96	27.38	56.94	57.14	54.76	6.94	3.90	17.86
Grade 4	28.16	21.62	32.14	65.05	68.92	61.90	6.80	9.46	5.95
Grade 5	33.33	25.69	21.33	61.11	60.55	66.67	5.56	13.76	12.00
All Grades	32.08	28.46	27.16	61.51	61.92	60.91	6.42	9.62	11.93

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	27.78	38.96	22.62	56.94	55.84	58.33	15.28	5.19	19.05
Grade 4	21.36	14.86	34.52	64.08	64.86	55.95	14.56	20.27	9.52
Grade 5	28.89	22.02	13.33	58.89	66.06	76.00	12.22	11.93	10.67
All Grades	25.66	25.00	23.87	60.38	62.69	62.96	13.96	12.31	13.17

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	16.67	24.68	10.71	80.56	66.23	79.76	2.78	9.09	9.52
Grade 4	14.56	13.51	17.86	77.67	77.03	78.57	7.77	9.46	3.57
Grade 5	15.56	22.02	24.00	78.89	66.97	64.00	5.56	11.01	12.00
All Grades	15.47	20.38	17.28	78.87	69.62	74.49	5.66	10.00	8.23

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	29.17	33.77	22.62	59.72	58.44	66.67	11.11	7.79	10.71
Grade 4	17.48	16.22	26.19	67.96	74.32	69.05	14.56	9.46	4.76
Grade 5	22.22	26.61	18.67	66.67	60.55	62.67	11.11	12.84	18.67
All Grades	22.26	25.77	22.63	65.28	63.85	66.26	12.45	10.38	11.11

Conclusions based on this data:

1. 88.07% of students in Reading performed at or above grade level in the 23-24 school year.
2. 86.83% of students in Writing performed at or above grade level in the 23-24 school year.
3. 86.9% of students in Listening performed at or above grade level in the 23-24 school year.

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	73	77	84	72	77	84	72	77	84	98.6	100.0	100
Grade 4	104	74	84	103	74	84	103	74	84	99.0	100.0	100
Grade 5	92	109	75	90	108	75	90	108	75	97.8	99.1	100
All Grades	269	260	243	265	259	243	265	259	243	98.5	99.6	100

* 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	2481.	2484.	2443.	31.94	41.56	26.19	44.44	33.77	34.52	16.67	16.88	20.24	6.94	7.79	19.05
Grade 4	2501.	2508.	2522.	28.16	24.32	33.33	26.21	37.84	33.33	33.98	27.03	27.38	11.65	10.81	5.95
Grade 5	2531.	2523.	2512.	32.22	27.78	18.67	22.22	19.44	20.00	28.89	33.33	41.33	16.67	19.44	20.00
Grade 11															
All Grades	N/A	N/A	N/A	30.57	30.89	26.34	29.81	28.96	29.63	27.55	26.64	29.22	12.08	13.51	14.81

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	38.89	49.35	32.14	54.17	42.86	48.81	6.94	7.79	19.05
Grade 4	43.69	35.14	38.10	41.75	59.46	52.38	14.56	5.41	9.52
Grade 5	33.33	25.93	9.33	50.00	51.85	66.67	16.67	22.22	24.00
Grade 11									
All Grades	38.87	35.52	27.16	47.92	51.35	55.56	13.21	13.13	17.28

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	43.06	46.75	26.19	48.61	40.26	50.00	8.33	12.99	23.81
Grade 4	23.30	22.97	32.14	61.17	60.81	60.71	15.53	16.22	7.14
Grade 5	22.22	30.56	17.33	62.22	48.15	68.00	15.56	21.30	14.67
All Grades	28.30	33.20	25.51	58.11	49.42	59.26	13.58	17.37	15.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.28	38.96	21.43	54.17	57.14	64.29	5.56	3.90	14.29
Grade 4	26.21	22.97	34.52	57.28	66.22	55.95	16.50	10.81	9.52
Grade 5	22.22	18.52	13.33	60.00	70.37	73.33	17.78	11.11	13.33
All Grades	28.68	25.87	23.46	57.36	65.25	64.20	13.96	8.88	12.35

Conclusions based on this data:

1. 82.72% of students performed at or above grade level standards in Concepts and Procedures in the 23-24 school year.
2. 84.77% of students performed at or above grade level standards in Problem Solving and Modeling in the 23-24 school year.
3. 87.66% of students performed at or above grade level standards in Communicating Reasoning in the 23-24 school year.

School and Student Performance Data

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

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

ELPAC Results

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	1384.3	*	1369.8	1391.7	*	1379.1	1367.1	*	1347.9	11	8	13
1	*	*	*	*	*	*	*	*	*	5	4	4
2	*	*	*	*	*	*	*	*	*	5	5	6
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										30	25	30

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	18.18	*	15.38	27.27	*	23.08	27.27	*	23.08	27.27	*	38.46	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	16.00	16.67	43.33	40.00	30.00	23.33	32.00	23.33	16.67	12.00	30.00	30	25	30

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	27.27	*	15.38	18.18	*	30.77	27.27	*	15.38	27.27	*	38.46	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.33	28.00	26.67	30.00	44.00	26.67	13.33	20.00	20.00	13.33	8.00	26.67	30	25	30

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	*	*	7.69	*	*	15.38	*	*	38.46	*	*	38.46	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.33	8.00	10.00	36.67	24.00	20.00	30.00	36.00	40.00	30.00	32.00	30.00	30	25	30

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	18.18	*	15.38	45.45	*	46.15	36.36	*	38.46	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	32.00	26.67	53.33	56.00	40.00	16.67	12.00	33.33	30	25	30

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	27.27	*	15.38	54.55	*	46.15	18.18	*	38.46	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	28.00	26.67	36.67	56.00	43.33	13.33	16.00	30.00	30	25	30

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	9.09	*	7.69	72.73	*	61.54	18.18	*	30.77	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	12.00	10.00	66.67	52.00	53.33	26.67	36.00	36.67	30	25	30

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	18.18	*	15.38	36.36	*	46.15	45.45	*	38.46	11	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.33	24.00	13.33	46.67	60.00	56.67	30.00	16.00	30.00	30	25	30

Conclusions based on this data:

1. 30 students were given the ELPAC Summative Assessment in the 23-24 school year.
2. 16.67% of Students assessed are at a level 4 when reviewing Overall Language in the 23-24 school year.
3. 30% of Students assessed are at a level 3 when reviewing Overall Language in the 23-24 school year.

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**
544	**29.8**	**6.4**	**0.4**
Total Number of Students enrolled in Hope 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	35	6.4
Foster Youth	2	0.4
Homeless	18	3.3
Socioeconomically Disadvantaged	162	29.8
Students with Disabilities	65	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6
American Indian	1	0.2
Asian	45	8.3
Hispanic	115	21.1
Two or More Races	58	10.7
Pacific Islander	2	0.4
White	309	56.8

Conclusions based on this data:

1. 6.4% of Hope View students are English Learners.

2. 29.8% of Hope View students are socioeconomically disadvantaged.

3. White, Hispanic, and Two or More Races are the three largest subgroups.

School and Student Performance Data

Overall Performance

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Hope View students are scoring in the Green performance band for both Language Arts and Math.
2. Hope View students are at an outstanding place when looking at the schools' suspension rate, the school is scoring in the highest performance band, Blue.

3. Hope View's Chronic Absenteeism for All Students is in the Yellow performance band. This is an area of need based on the data provided in the Californian Dash Board.

School and Student Performance Data

Academic Performance

English Language Arts

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green 34.3 points above standard Increased +4.2 points 258 Students	14.9 points above standard Increased Significantly +18.5 points 19 Students	Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 8 Students	 Green 6.9 points above standard Increased +6.2 points 73 Students	26.8 points below standard Increased Significantly +22.6 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	67.3 points above standard Decreased Significantly -18 points 21 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 2.7 points above standard Increased Significantly +15.2 points 53 Students	27.4 points above standard Decreased -11.6 points 28 Students	Less than 11 Students 1 Student	Green 42.8 points above standard Increased +6.7 points 151 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**
Less than 11 Students 10 Students	Less than 11 Students 9 Students	35.7 points above standard Increased +3.4 points 236 Students

Conclusions based on this data:

1. The "All Student" population has increased in performance by +4.2 points and this group is in the green performance band.
2. The Hispanic subgroup is 2.7 points above standard and they have increased +15.2 points and this group is in the green performance band.
3. The Socioeconomically Disadvantaged group is above standard and has increased +6.2 points and this group is in the green performance band.

School and Student Performance Data

Academic Performance

Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	7.6 points below standard	Less than 11 Students
19.9 points above standard	Increased +3.7 points	2 Students
Maintained +1.7 points	19 Students	
256 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	22.1 points below standard
8 Students	1.2 points below standard	Increased Significantly +18.9 points
	Increased Significantly +22.5 points	27 Students
	72 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	77.9 points above standard Increased +8.4 points 21 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 6.8 points below standard Increased Significantly +15.4 points 52 Students	20.9 points above standard Decreased -5.5 points 28 Students	Less than 11 Students 1 Student	Green 22.2 points above standard Maintained -2.4 points 150 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**
Less than 11 Students 10 Students	Less than 11 Students 9 Students	21.5 points above standard Maintained +0.9 points 234 Students

Conclusions based on this data:

1. The "All Student" sub group has maintained growth of +1.7 points and is +19.9 points above standard and is in the green performance band. There are 256 students calculated in this category.
2. The Socioeconomically Disadvantaged subgroup is scoring 1.2 points below standard but they have increased significantly by + 22.5 points of growth and they are in the green performance color band. There are 72 students calculated in this category.
3. The Hispanic students subgroup is scoring 6.8 points below standard but they have increased significantly by +15.4 points of growth and they are in the green performance color band. There are 52 students calculated in this category.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
44.4% making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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
4	4	0	6

Conclusions based on this data:

1. Hope View does not have enough English Learners to receive a performance color band however the 18 students in this category are 44.4 points above standard
2. 4 students have decreased on one English Learning Progress Indicator level.
3. 4 students have maintained ELPI Level 1, 2L, 2H, 3L, or 3H, and 6 students have progressed at least 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.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
11.5% Chronically Absent	25% Chronically Absent	2 Students
Declined Significantly -6.8	Increased 3.9	
556 Students	36 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
14.3% Chronically Absent	Yellow	Orange
Declined -41.3	23.8% Chronically Absent	21.8% Chronically Absent
21 Students	Declined Significantly -12	Declined -9
	172 Students	78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	 Orange 14.6% Chronically Absent Maintained -0.3 48 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 17.8% Chronically Absent Declined -9.4 118 Students	 Green 5.8% Chronically Absent Declined -4.8 69 Students	Less than 11 Students 2 Students	 Green 9.9% Chronically Absent Declined Significantly -6.7 314 Students

Conclusions based on this data:

1. The All Students subgroup for Chronic absenteeism has declined significantly by -6.8 points, however the performance band is in the Yellow and Chronic Absenteeism is an area of concern for Hope View. There are 556 students accounted for in this group.
2. The English learners subgroup is in the Red performance band, this is the lowest performance band and 36 students are represented in this subgroup with a 3.9 point increase showing they are 25% Chronically absent.
3. The Hispanic, Two or more Races, White, Socioeconomically Disadvantaged, and Students with Disabilities has shown a decline in Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	2 Students
Maintained -0.2	Maintained 0	
556 Students	36 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Blue
Declined -5.6	0% suspended at least one day	0% suspended at least one day
21 Students	Declined -0.5	Maintained 0
	172 Students	78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined -2.1 48 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 118 Students	 Blue 0% suspended at least one day Maintained 0 69 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 314 Students

Conclusions based on this data:

1. Suspension rates are very low for Hope View. The "All students" group shows the school is in the Highest performance band, Blue.
2. All Subgroups have maintained 0% suspension rates and are currently in the Blue performance band.
3. The Socioeconomically disadvantaged and Asian subgroups declined in the suspension rate data and are in the Highest performance band, Blue.

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 - Reading Comprehension
Using the iReady September, 2024, and March/May, 2025 diagnostic assessments, the All Students group will increase from 45.7% Core to 75% Core. Smarter Balanced Assessments English Language Arts met/exceeded results for All students will increase from 63.79% in 2023-24 to 69% in 2024-25 through a focus on writing. The 2024 Dashboard results will maintain Green status or increase to Blue status.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES & CONDITIONS OF LEARNING
LCAP 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 Hope View students are on track for success with reading comprehension, the Fall iReady reading diagnostic indicates that 45.7% of all learners are at Core in the area of reading comprehension. Increasing students' skills in reading comprehension will support learning in all content areas.The Fall iReady data also indicates that the English learner (15.4%), Students with Disabilities (16.3%), Low Income (34%) scored significantly lower than our All student group (45.7%). The 2023-24 SBA results indicate that while the All students (63.79%) scored met/exceed, the English learner (0%) and Students with Disabilities (25.93%) subgroups gap are even 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 Green status on the 2023 California Dashboard, the English learners subgroup was 14.9 points above standard and Students with Disabilities scored 28.6 points below standard, there is no color for this subgroup, while the Low Income and Hispanic subgroups scored in the Green status.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading: At or Above All Student Group and Subgroups	Schoolwide September 2024 Results for All students: At/Above (Core): 45.7% 1 grade level below (Strategic): 39.7% 2 grade levels below (Intensive): 14.6% Subgroups: English learner (Core): 15.4% Low Income (Core): 34% Students with Disabilities: (Core): 16.3%	Schoolwide March/May 2025 Results for All students: At/Above (Core): 75% 1 grade level below (Strategic): 20% 2 grade levels below (Intensive): 5% English learner (Core): 45% Low Income (Core): 59% Students with Disabilities (Core): 45%
CAASPP Assessments - English Language Arts for All Students and	2023-24 Scoring Met/Exceeded: All Students 63.79%	2024-25 Scoring Met/Exceeded: All Students 69%

Subgroups: Standard Met and Exceeded	Subgroups: English learner: 0% Students with Disabilities: 25.93%	Subgroups English Learner: 19% Students with Disabilities: 29%
2023 CA Dashboard - ELA	All Students: Green Status English learners: 14.9 points above standard (There is no color for this subgroup) Hispanic: Green Status Low Income: Green Status Students with Disabilities: 26.8 points below standard (There is no color for this subgroup)	2024 CA Dashboard All Students: Maintain Green Status or increase to Blue Status English learners: Continue to maintain above standard performance Hispanic: Maintain Green Status or increase to Blue Status Low Income: Maintain Green Status or increase to Blue Status Students with Disabilities: Decrease the below standard points to be only 20 points below

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	All students will receive targeted instruction using Momentum in Writing strategies: Teach, Connect, Activate, and Link a teaching point, as well as conferencing, and, where needed, integrating Thinking Maps to support comprehension of informational text. Progress will be measured through Coaching Tuesdays, small-group and differentiated instruction schedules, and administrator classroom visits. To support this initiative, teachers will receive professional development in writing and collaborative planning time to design curriculum-specific cognitive scaffolds.	Teaching, connecting, Activating, and Linking writing to a teaching point will support student writing and understanding of the writing process. Thinking Maps is also expected to increase comprehension, and it is expected that the performance gap will decrease for both the English Learner and Economically Disadvantaged subgroups.	
1.2	To enhance student achievement, Hope View teachers will deliver small-group, differentiated instruction at least three to four times per week. Progress will be tracked through Coaching Tuesdays, small-group and differentiated instruction schedules, and administrator classroom visits. Small-group instruction offers targeted support to address learning gaps or accelerate progress. Additional support staff, as available, will assist with English learners and small-group instruction. Teachers will use iReady and the Foundational Skills Toolkit mini-lessons to further support teaching and learning.	Small-group differentiated instruction is expected to improve overall achievement and reduce the performance gap for both English Learner and Economically Disadvantaged subgroups.	13,668.96 District Funded
1.3	To close skill gaps and boost achievement in informational reading, Hope View students will complete at least 30 minutes of iReady lessons weekly. Teachers will monitor lesson completion in the iReady Personalized Path to ensure weekly progress. To support all students in meeting the	iReady's Personalized Path will support all Hope View learners by providing instruction tailored to each student's specific skill needs. This	

	30-minute goal, iReady time will be integrated into small-group instructional sessions. Incentives will be provided to celebrate students' accomplishments.	targeted approach is expected to reduce the performance gap for both English Learner and Economically Disadvantaged subgroups.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-24 strategies and activities were implemented as planned. Based on the iReady data analysis, the strategies and activities were effective in increasing student academic achievement in the area of reading. In September 2023, only 39.9% of students were scoring at/above grade level (core) instructional level. By June 2024, 74% of students were scoring at/above grade level (core) which was a 34.1% increase.

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

There were no major differences in the plan or budget for 2023-24.

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.

In order to better focus instruction and increase student achievement, the 2024-25 goal will center on informational text comprehension. Strategies will include integrating Momentum in teaching practices, teach, Connect, activate, Link, Thinking Maps for scaffolding, close reading strategies that support text structure, small group differentiated instruction, and the continued use of the iReady Personalized Path.

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 - Number Sense and Operations
Using the iReady September, 2024, and March/May, 2025 diagnostic assessments, the All Students group will increase from 28% Core to 75% Core. Smarter Balanced Assessments Math met/exceeded results for All students will increase from 55.97% in 2023-24 to 60% in 2024-25 through a focus on Number Sense and Operations. The 2024 Dashboard results will maintain Green status or increase to Blue status.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES & CONDITIONS OF LEARNING
LCAP 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 Hope View students are on track for success with reading, the Fall iReady data indicates that the English learner (15.4%), Low Income (21%), Students with Disabilities (20%), and Hispanic (21%) subgroups scored significantly lower than our All student group (28%). The 2023-24 SBA results indicate that while the All students (55.97%) scored met/exceed, the English learner (14.29%), and Students with Disabilities (29.63%) subgroups gap are even wider. By looking deeper, we plan to increase a focus on Number Sense and Operations to support overall improvement of SBA Math scores. While the All students scored at the Green status on the 2023 California Dashboard, the goal is to maintain this as well as decrease the below standard points for the English learners and Students with disabilities subgroups.

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 Diagnostic Assessment Math	Schoolwide September 2024 Results for All students: At/Above (Core): 28% 1 grade level below (Strategic): 56.4% 2 grade levels below (Intensive): 15.6% Subgroups: English learner (Core): 15.4% Low Income (Core): 21% Students with Disabilities (Core): 20% Hispanic (Core): 21%	Schoolwide March/May 2025 Results for All students: At/Above (Core): 75 % 1 grade level below (Strategic): 20% 2 grade levels below (Intensive): 5 % English learner (Core): 45% Low Income (Core): 55% Students with Disabilities (Core): 40% Hispanic (Core): 50%
CAASPP Assessments - Mathematics for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students 55.97% Subgroups: English learner: 14.29%	2024-25 Scoring Met/Exceeded: All Students 60% Subgroups: English learner: 21%

	Students with Disabilities: 29.63%	Students with Disabilities: 32%
2023 CA Dashboard - Mathematics	All Students: Green Status English learners: 7.6 points below standard (there is no color for this subgroup) Hispanic: Green Status Low Income: Green Status Students with Disabilities: 22.1 points below standard (there is no color for this subgroup)	2024 CA Dashboard All Students: Maintain Green Status or increase to Blue Status English learners: decrease the below standard points to be only 5 points below Hispanic: Maintain Green Status or increase to Blue Status Low Income: Maintain Green Status or increase to Blue Status Students with Disabilities: Decrease the below standard points to be only 15 points below

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	To boost math achievement, all students will receive explicit instruction in academic math vocabulary twice weekly at minimum. Teachers will use student-friendly definitions and integrate key terms across subjects. Evidence will be gathered through classroom observations to ensure consistent vocabulary usage and through student work samples to assess vocabulary application. Research shows that repeated exposure to vocabulary across contexts enhances comprehension and retention, thereby supporting stronger math outcomes.	Explicit instruction in academic math vocabulary will enhance students' understanding of grade-level standards, improving math skills for all learners and helping close the achievement gap for English Learners and Economically Disadvantaged subgroups.	
2.2	To boost math achievement, all students will receive focused instruction in Mathematical Practice #3 (MP3), which emphasizes diverse problem-solving strategies and reasoning, both orally and in writing. This approach aims to strengthen number sense through mental math and clear reasoning. Teachers will utilize resources like Math Talks and materials that promote connections, strategy development, and justification of thinking. Evidence will be gathered through classroom observations to ensure consistent implementation and through student work samples to assess students' ability to articulate and justify their reasoning.	Mathematical Practice #3 promotes problem-solving and answer justification, which is expected to enhance math skills for all learners and help narrow the achievement gap for English Learners and Economically Disadvantaged subgroups.	
2.3	To address skill gaps and boost achievement in Numbers and Operations, Hope View students will complete at least 30 minutes on the iReady Personalized Path each week, with teachers monitoring progress. iReady time will be integrated into classroom instruction, and students will earn incentives for meeting the 30-minute goal. Evidence will be gathered through regular progress tracking on iReady and classroom observations to ensure consistent integration and engagement.	iReady's Personalized Path will support all Hope View learners by providing instruction tailored to each student's specific skill needs, helping to reduce the performance gap for English Learner and Economically Disadvantaged subgroups.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-24 strategies and activities were implemented as planned. Based on the iReady data analysis, the strategies and activities were effective in increasing student academic achievement in the area of math. In September 2023, only 22.7% of students were scoring in the at/above grade level (core) instructional level. By June 2024, 68.3% of students were scoring at/above grade level (core) which was a 45.6% increase.

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

There were no major differences in the plan or budget for 2023-24.

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.

In order to better focus instruction and increase student achievement, the 2024-25 goal will center on Number Sense and Operation skills. Strategies will include utilizing explicit academic vocabulary instruction, Mathematical practice #3 where students justify their answers, and continued implementation of the iReady Personalized Path.

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
Hope View Elementary School will positively impact student achievement by increasing parents' ability to support their child at home as measured by the OVSD Parent Survey. Using the Spring 2024 OVSD Parent Survey data, responses to families feeling listened to will increase from 87% to 92%, and feeling welcomed at school will increase from 98% to 99%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Hope View Elementary School will positively impact student achievement by increasing parents' ability to support their child at home as measured by the OVSD Parent survey. Current parent survey data shows that Hope View families find the school's climate positive and welcoming; specifically feeling respected by teachers and administration. The area where Hope View's staff can provide additional, focused support is in Parent Engagement. 91% of families reported that they felt the school provides opportunities to learn how to support their children at home. Families feeling their input is listened to will increase from 87% to 92%, and families feeling welcomed at school will increase from 98% to 99%. Increasing families' skills in supporting their children in the home environment will also support the goals of increasing student achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OVSD Parent Survey Spring, 2024 Agree/Strongly Agree	My Input is listened to: 87% I am welcomed at my child's school: 98%	OVSD Parent Survey Spring, 2025 My Input is listened to: 92% I am welcomed at my child's school: 99%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To increase parent engagement and student achievement, Hope View will expand and enhance communication with families and the community through weekly updates, including a message from the principal and regular Instagram posts. These communications will provide families with	Parent Contact and Communication: All Hope View learners will benefit from increased communication, but they are also expected to	

	resources to support their children's academic, health, and social well-being. Evidence of engagement will be collected through prompts inviting parents to respond to updates, in-person feedback during school events, and by highlighting parent input in future messages to encourage ongoing involvement.	close the achievement gap for English Learners and Economically Disadvantaged subgroups.	
3.2	School-wide Engagement and Parent Learning Opportunities: Hope View will host family engagement educational events focused on academics, provided by Hope View staff and, when appropriate, outside partners. These events will include activities where parents learn strategies to support literacy and math comprehension skills at home. Family Nights will foster community and offer resources to assist parents. Attendance will be tracked at each event, and post-event feedback forms will assess the usefulness of the information provided. To boost participation, we will follow up with key takeaways and highlight success stories that show the impact of these strategies on student achievement.	School-wide Engagement and Parent Learning Opportunities: All Hope View learners will benefit from these events, but they are also expected to close the achievement gap for English Learners and Economically Disadvantaged subgroups.	
3.3	To increase parent engagement and student achievement, family surveys will be sent regularly to understand community needs better. Engagement will be tracked through survey response rates, attendance numbers, and participation in exit ticket feedback. To encourage responses, surveys and exit tickets will be designed to be quick and accessible, with incentives for completion and follow-up communication highlighting how parent feedback is used to shape upcoming events.	Parent Surveys/Exit Tickets: All Hope View learners will benefit from these events, but they are also expected to close the achievement gap for English Learners and Economically Disadvantaged subgroups.	
3.21			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-24 strategies and activities were implemented as planned. Data from the LCAP Parent Survey shows that 95% of families feel that Hope View provides a safe physical and social environment for their students. The survey also shows that 87% of families feel their input is listened to and 98% of families surveyed feel they are welcome at their child's school.

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.

Based on parent feedback, the 2024-25 goal will focus on increasing opportunities to learn how to support their children at home. This includes additional schoolwide family engagement parent and learning opportunities, incorporating parent

surveys to better understand community needs and the use of exit tickets after events to better prepare for future events, and increasing positive parent/family communication.

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
Improve the classroom and school climate, student relationships and students' feelings of connectedness to school in order to improve attendance and student academic achievement.

Using the OVSD 2024 Student Climate Surveys, n area for growth during the 2024-25 year is that: Students feel the teachers and adults at school care about you 86.3% (2nd-3rd graders) and 77% (4th-5th graders) and Students feel safe at school 87.8% (2nd-3rd graders) and 84.2% (4th-5th graders).

The 2024 Dashboard results for the All Student groups for Suspension will maintain Blue status and Attendance will improve from yellow to green . Attendance Rates for all students will continue to decrease. Last year there was a decrease of -6.8 points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

While the vast majority of Hope View students report feeling cared about and respected, there is room to enhance the site's culture and climate.

In the Spring 2024, results from Hope View's 2nd-3rd grade and 4th-5th grade OVSD Climate Survey assist in identifying school needs and guide the development of programs for students. Areas for growth during the 2024-25 year are Students will increase their feeling of being cared for from 86.3% to 90% (2nd-3rd grades) and 77% to 82% (4th-5th grades), and 87.8% to 92% (2nd-3rd grades) to 84.2% and 89% (4th-5th grades) for feeling safe at school.

For Attendance, the All Students group scored Yellow Status on the 2023 California Dashboard with chronic absenteeism at 10.94%. While the English learners group scored Red status and 30.30% chronic absenteeism, and the Low Income group scored Yellow status with 25.58% chronic absenteeism, the Students with Disabilities scored Orange status with 26.13% chronically absent, the Asian subgroup scored Orange status with 14.6% chronic absenteeism, and the Hispanic subgroup scored Yellow status with 18.5% chronically absent.

For Suspensions, the ALL students performance band is in the Blue, and the OVSD 2023-24 year-end records indicate that there were 0 suspensions for the 2023/24 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OVSD Student Climate Survey Spring, 2024 Always/Most of the Time	Students feel the teachers and adults at school care about you 2nd-3rd Grade = 86.3% 4th-5th Grade = 77% Students feel safe at school 2nd-3rd Grade = 87.8% 4th-5th Grade = 84.2%	Students feel the teachers and adults at school care about you 2nd-3rd Grade = 90% 4th-5th Grade = 82% Students feel safe at school 2nd-3rd Grade = 92% 4th-5th Grade = 89%
Attendance 2023 CA Dashboard and OVSD Aeries Records	All Students: Yellow Status English learners: Red Status Low Income: Yellow Status Students with Disabilities: Orange Status Hispanic: Yellow Status Asian: Orange Status All Students: 10.94% English learners: 30.30% Low Income: 25.58% Students with Disabilities: 26.13% Hispanic: 18.5% Asian: 14.6%	2024 California School Dashboard All Students: Green Status English learners: Orange Status Low Income: Maintain Yellow or increase to Green Status Students with Disabilities: Yellow Status Hispanic: Green Status Asian: Yellow Status All Students - 9% or less chronically absent English learners, Low Income, Students with Disabilities: - 20% or less chronically absent Hispanic: 15% or less chronically absent Asian: 10% or less chronically absent
Suspension 2023 CA Dashboard and OVSD Aeries Records	All Students: Blue Status All subgroups: Blue Status	2024 California School Dashboard All Students: Maintain Blue performance band status All subgroups: Maintain Blue Status

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	To enhance school and classroom climate, teachers will implement Restorative Practices strategies to build a positive and supportive community. Weekly Community Circles in the classroom will promote student achievement and well-being by fostering relationships, solving problems collaboratively, and cultivating a sense of connectedness and belonging. To further support student achievement through greater student voice and choice, Hope View students and staff will work together to create an inclusive climate and culture. Students will help identify school climate needs and develop solutions (DOK 4), increasing their engagement and connection to school. Additionally, all students will receive support in building social and emotional skills, contributing to their well-being and academic success.	All students with a focus on English Learners and Economically Disadvantaged subgroups.	

4.2	To improve attendance and academic achievement at Hope View School, staff and teachers will consistently make, document, and monitor personal calls when students are absent. Regular communication with families about the importance of daily attendance will help reduce chronic absenteeism. Punctual, daily attendance will be incentivized, along with weekly and monthly perfect attendance recognitions. Additionally, staff will strengthen student support and intervention practices, including setting check-in and check-out goals. By creating a welcoming environment for students during morning transitions, with brief check-ins and a calm space, staff aim to reduce anxiety, boost motivation, and decrease chronic absenteeism.	All students with a focus on English learners, Students with Disabilities, Asians, Hispanics, and Low Income subgroups.	
4.3	To improve student behavior at Hope View School, staff will create a Tier 2 PBIS Team to support the unexpected behaviors of students not responding to Tier 1 supports. Targeted interventions and supports will be provided based on analysis of monthly discipline data. Enhancing Tier 2 will include adding Tier 2 interventions needed, improving monitoring of Tier 2 student interventions, and communicating Tier 2 student progress with staff as measured by Tier 2 teams and supports and implementation of strategies in the classrooms.	All students with a focus on English Learners and Economically Disadvantaged subgroups.	
4.8			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The 2023-24 strategies and activities were implemented as planned. Data from the OVSD Climate Survey indicates that students feel school staff teach them strategies and expect them to be respectful, responsible, and solve problems with peers. The vast majority of students have felt cared for and safe at school, and students that feel safe at school have an increased opportunity for academic achievement and emotional well-being.

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 the proposed 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.

Based on the student climate survey data, the 2024-25 goal will focus on increasing students' happiness while at school. This includes providing experiences that support building school connectedness and student well-being, improve student attendance, enhancing the PBIS program and structure to include a PBIS Tier 2 team to better support students needs, and implementing weekly Community Circles.

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	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$13,668.96
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$13,668.96

Subtotal of state or local funds included for this school: $13,668.96

Total of federal, state, and/or local funds for this school: $13,668.96

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	13,668.96

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	13,668.96

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,668.96

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
Christy Luckey	Principal
Lorrie Smith	Classroom Teacher
Deirdre Weschler	Classroom Teacher
Tricia Fairchild	Classroom Teacher
Amanda Castillo	Other School Staff
Kim Gadberry	Parent or Community Member
Julie Junkins	Parent or Community Member
Kristy Munoz	Parent or Community Member
Mallory Maske	Parent or Community Member
Sara Galluppi	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 18, 2024.

Attested:

Principal, Christy Luckey on November 18, 2024

SSC Chairperson, Deidre Weschler on November 18, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023