

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ocean View Elementary School	01611276116222	3/21/2024	11/19/24

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (Con App), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (Con App), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make

modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

Educational Partner Involvement

How, when, and with whom did Ocean 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

The process for developing our Site plan includes engaging educational partners at various levels. School Site Council meets regularly to review programs, discuss school performance and make suggested revisions for continued planning. PTA meetings offer parents an opportunity to learn about various aspects of the school site plan, particularly around school progress and programs. Staff is also offered opportunities to discuss goals, implementation, next steps, and areas for reflection. The staff leadership team (ILT) with representatives from each grade level, a representative for specialists, and Special Education meet to gather and give input on school improvement plans, as comprised in the school site plan. Lastly, regular communications are sent out to the school community to support sharing out about school plans and progress related to programs and teaching and learning initiatives.

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.

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.

While we do not have any indicators in the red/orange performance category, our historically marginalized and disadvantaged students continue to show lower levels of performance as compared to our whole school and White and Asian subgroup populations (though we are making gains and closing the gap). We find that our socioeconomically disadvantaged students need a variety of supports in academics interventions, support with attendance and truancy, counseling and healthcare needs.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ocean 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.59%	0.55%	%	4	3	
African American	4.15%	5.11%	%	28	28	
Asian	26.07%	36.31%	%	176	199	
Filipino	0.89%	1.28%	%	6	7	
Hispanic/Latino	20.59%	22.26%	%	139	122	
Pacific Islander	0.15%	0.18%	%	1	1	
White	19.7%	16.97%	%	133	93	
Two or More Races	10.67%	10.58%	%	72	58	
Not Reported	17.19%	6.75%	%	116		
Total Enrollment				675	548	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			59
Kindergarten	229	69	
Grade 1	118	94	
Grade 2	74	71	
Grade3	68	92	
Grade 4	99	78	
Grade 5	87	108	
Total Enrollment	675	548	

Conclusions based on this data:

1. This data indicates an slight increase in our African American, Hispanic/Latinx and Asian populations. We have also had a decrease of enrollment of our White population. These rates will continue to be monitored as we are mindful that shifts in resource allocation may be appropriate in the future.

2. This data indicates less of our student enrollment is not reporting a subgroup identity. These rates will continue to be monitored and evaluated as we attempt to get a clear picture of how this may impact services and resource allocations in the future.
3. The fluctuation in enrollment from 2022 to 2024 was due to Ocean View hosting the Kindergarteners of Marin.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	166	148	134	24.6%	26.9%	23.8%
Fluent English Proficient (FEP)	99	100	91	14.7%	18.2%	16.2%
Reclassified Fluent English Proficient (RFEP)	23	33			6.0%	

Conclusions based on this data:

1. While the number of ELL's has declined slightly, our change in enrollment numbers has shown that our ELL population has increased.
2. There has been an increase percentage of Fluent English Proficient students year over year.
3. A comparison of this data to our 2021-22 data, reveals that our overall English learner population at Ocean View School continues to be a substantial part of our demographics and we will be monitoring our support plans for this population to ensure they receive the appropriate supports.

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	97	70	97	96	67	90	96	67	90	99.0	95.7	92.8
Grade 4	81	103	78	76	97	74	76	97	74	93.8	94.2	94.9
Grade 5	76	86	110	74	83	104	74	83	104	97.4	96.5	94.5
All Grades	254	259	285	246	247	268	246	247	268	96.9	95.4	94

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	2463.	2432.	2443.	34.38	25.37	35.56	34.38	26.87	22.22	17.71	19.40	22.22	13.54	28.36	20.00
Grade 4	2473.	2508.	2474.	23.68	42.27	29.73	28.95	21.65	25.68	23.68	21.65	20.27	23.68	14.43	24.32
Grade 5	2543.	2525.	2556.	33.78	26.51	40.38	37.84	30.12	27.88	20.27	21.69	22.12	8.11	21.69	9.62
All Grades	N/A	N/A	N/A	30.89	32.39	35.82	33.74	25.91	25.37	20.33	21.05	21.64	15.04	20.65	17.16

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	35.42	23.88	26.67	59.38	58.21	55.56	5.21	17.91	17.78	
Grade 4	22.37	31.96	29.73	65.79	57.73	54.05	11.84	10.31	16.22	
Grade 5	35.14	28.92	34.62	62.16	59.04	60.58	2.70	12.05	4.81	
All Grades	31.30	28.74	30.60	62.20	58.30	57.09	6.50	12.96	12.31	

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	20.83	10.45	26.67	67.71	64.18	53.33	11.46	25.37	20.00
Grade 4	14.47	25.00	8.11	53.95	62.50	67.57	31.58	12.50	24.32
Grade 5	24.32	24.10	25.96	58.11	53.01	66.35	17.57	22.89	7.69
All Grades	19.92	20.73	21.27	60.57	59.76	62.31	19.51	19.51	16.42

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	13.54	19.40	11.11	81.25	73.13	74.44	5.21	7.46	14.44
Grade 4	18.42	20.62	20.27	71.05	71.13	70.27	10.53	8.25	9.46
Grade 5	18.92	14.46	23.08	72.97	73.49	73.08	8.11	12.05	3.85
All Grades	16.67	18.22	18.28	75.61	72.47	72.76	7.72	9.31	8.96

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	22.92	20.90	24.44	67.71	65.67	58.89	9.38	13.43	16.67
Grade 4	21.05	20.62	20.27	67.11	72.16	66.22	11.84	7.22	13.51
Grade 5	24.32	26.51	32.69	67.57	66.27	61.54	8.11	7.23	5.77
All Grades	22.76	22.67	26.49	67.48	68.42	61.94	9.76	8.91	11.57

Conclusions based on this data:

1. When examining our cohort data, we saw our 3rd graders in 2022-23 increased their exceeding scores by 4 points after testing in 4th grade (2023-24). This same cohort of students that were not meeting, declined the percentage of not meeting by 4 points.
2. When examining cohort data, the 4th graders in the 2022-23 school year that were not meeting, declined the percentage of not meeting in writing by 5 points.
3. Conclusions based on this data: Historically, our students in grades 3- 5 have seen increases in performance on these assessments from year to year. The results from the 2024 SBAC scores have demonstrated mixed increases and drops in achievement for various grades and subgroups. We believe we need to refocus our efforts on; 1) teacher knowledge and best practices around pedagogy as it relates to the Common Core Standards, 2) targeted use of online programs, like Typing Club, Raz-Kids, IXL, Mystery Science, and Google Docs to increase computer skills and 3) systemized small group instruction in the classroom and targeted interventions to support learning outside of the classroom.

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	97	70	97	97	67	96	97	67	96	100.0	95.7	99
Grade 4	81	103	78	79	99	76	79	98	76	97.5	96.1	97.4
Grade 5	76	86	110	74	86	107	74	86	107	97.4	100.0	97.3
All Grades	254	259	285	250	252	279	250	251	279	98.4	97.3	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2462.	2432.	2463.	30.93	17.91	32.29	32.99	35.82	31.25	23.71	17.91	19.79	12.37	28.36	16.67
Grade 4	2473.	2501.	2473.	15.19	27.55	13.16	32.91	35.71	34.21	31.65	22.45	30.26	20.25	14.29	22.37
Grade 5	2530.	2524.	2544.	31.08	29.07	38.32	22.97	16.28	15.89	29.73	32.56	30.84	16.22	22.09	14.95
Grade 11															
All Grades	N/A	N/A	N/A	26.00	25.50	29.39	30.00	29.08	26.16	28.00	24.70	26.88	16.00	20.72	17.56

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	38.14	25.37	34.38	45.36	49.25	54.17	16.49	25.37	11.46
Grade 4	21.52	32.99	18.42	45.57	50.52	55.26	32.91	16.49	26.32
Grade 5	28.38	25.58	37.74	54.05	47.67	43.40	17.57	26.74	18.87
Grade 11									
All Grades	30.00	28.40	31.29	48.00	49.20	50.36	22.00	22.40	18.35

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	34.02	31.34	36.46	56.70	40.30	45.83	9.28	28.36	17.71
Grade 4	17.72	32.65	21.05	59.49	47.96	51.32	22.78	19.39	27.63
Grade 5	32.43	29.07	29.91	52.70	45.35	58.88	14.86	25.58	11.21
All Grades	28.40	31.08	29.75	56.40	45.02	52.33	15.20	23.90	17.92

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	29.90	19.40	27.08	58.76	59.70	62.50	11.34	20.90	10.42
Grade 4	16.46	30.61	17.11	64.56	55.10	63.16	18.99	14.29	19.74
Grade 5	18.92	17.44	25.23	66.22	69.77	60.75	14.86	12.79	14.02
All Grades	22.40	23.11	23.66	62.80	61.35	62.01	14.80	15.54	14.34

Conclusions based on this data:

1. Conclusions based on this data: Historically, our students in grades 3- 5 have seen increases in performance on these assessments from year to year. The results from the 2024 SBAC scores have demonstrated mixed results in achievement for various grades. We believe the most recent scores highlight the need for us to return to building; 1) teacher knowledge and best practices around solving read world problems as it relates to the Common Core Standards, 2) targeted use of online programs, like IXL, and Google Docs to increase computer skills and 3) systemized small group instruction in the classroom and targeted interventions to support learning in math.
2. In grades 3rd-5th, we had 19%-30% of students nearly meeting the standards. It will be important for us to delve deeper into this data and see who these students are and how we can provide targeted supports for them to further their achievement.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1417.0	1444.5	1412.3	1423.7	1450.3	1417.1	1401.4	1430.9	1401.0	41	73	50
1	1457.4	1423.5	1452.6	1466.4	1425.0	1456.8	1447.8	1421.6	1447.9	17	19	24
2	1488.6	1483.7	1519.9	1485.7	1493.8	1526.6	1491.1	1473.3	1512.6	23	17	17
3	1532.0	1498.2	1514.2	1536.6	1486.4	1526.3	1526.8	1509.3	1501.5	19	19	25
4	1539.8	1513.9	1510.1	1546.1	1523.2	1525.1	1532.7	1504.0	1494.9	17	20	15
5	*	1543.8	1528.0	*	1549.3	1542.4	*	1537.9	1512.9	9	16	15
All Grades										126	164	146

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.07	26.39	20.00	43.90	33.33	34.00	19.51	25.00	26.00	19.51	15.28	20.00	41	72	50
1	17.65	5.26	20.83	29.41	47.37	41.67	35.29	21.05	25.00	17.65	26.32	12.50	17	19	24
2	8.70	17.65	47.06	69.57	58.82	29.41	17.39	11.76	23.53	4.35	11.76	0.00	23	17	17
3	31.58	21.05	28.00	47.37	42.11	48.00	21.05	31.58	12.00	0.00	5.26	12.00	19	19	25
4	41.18	40.00	40.00	29.41	25.00	20.00	29.41	10.00	20.00	0.00	25.00	20.00	17	20	15
5	*	31.25	60.00	*	43.75	0.00	*	18.75	20.00	*	6.25	20.00	*	16	15
All Grades	25.60	24.54	30.82	43.20	38.65	32.19	21.60	21.47	21.92	9.60	15.34	15.07	125	163	146

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	26.83	37.50	26.00	41.46	20.83	30.00	9.76	26.39	20.00	21.95	15.28	24.00	41	72	50
1	29.41	21.05	50.00	29.41	42.11	29.17	35.29	10.53	4.17	5.88	26.32	16.67	17	19	24
2	34.78	52.94	70.59	43.48	29.41	11.76	17.39	5.88	17.65	4.35	11.76	0.00	23	17	17
3	57.89	42.11	76.00	31.58	31.58	12.00	10.53	15.79	4.00	0.00	10.53	8.00	19	19	25
4	47.06	55.00	60.00	29.41	20.00	13.33	23.53	10.00	6.67	0.00	15.00	20.00	17	20	15
5	*	75.00	60.00	*	18.75	6.67	*	0.00	20.00	*	6.25	13.33	*	16	15
All Grades	40.80	43.56	50.68	34.40	25.15	20.55	16.00	16.56	13.01	8.80	14.72	15.75	125	163	146

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	35.29	15.28	16.00	17.65	27.78	30.00	35.29	43.06	34.00	11.76	13.89	20.00	17	72	50
1	15.79	5.26	8.33	42.11	31.58	37.50	21.05	21.05	33.33	21.05	42.11	20.83	19	19	24
2	31.82	11.76	29.41	59.09	52.94	35.29	4.55	17.65	35.29	4.55	17.65	0.00	22	17	17
3	5.88	15.79	16.00	41.18	36.84	20.00	35.29	36.84	56.00	17.65	10.53	8.00	17	19	25
4	16.67	10.00	0.00	66.67	50.00	40.00	8.33	10.00	40.00	8.33	30.00	20.00	12	20	15
5	*	18.75	20.00	*	18.75	33.33	*	43.75	20.00	*	18.75	26.67	*	16	15
All Grades	9.60	13.50	15.07	44.00	33.74	31.51	32.80	33.13	36.99	13.60	19.63	16.44	125	163	146

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	43.90	41.67	30.00	34.15	43.06	44.00	21.95	15.28	26.00	41	72	50
1	47.06	47.37	54.17	52.94	36.84	29.17	0.00	15.79	16.67	17	19	24
2	34.78	47.06	64.71	60.87	41.18	35.29	4.35	11.76	0.00	23	17	17
3	63.16	31.58	40.00	36.84	52.63	48.00	0.00	15.79	12.00	19	19	25
4	52.94	45.00	46.67	47.06	40.00	33.33	0.00	15.00	20.00	17	20	15
5	*	37.50	40.00	*	50.00	46.67	*	12.50	13.33	*	16	15
All Grades	48.00	41.72	42.47	44.00	43.56	40.41	8.00	14.72	17.12	125	163	146

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	14.63	25.00	24.00	58.54	52.78	48.00	26.83	22.22	28.00	41	72	50
1	5.88	0.00	37.50	76.47	73.68	41.67	17.65	26.32	20.83	17	19	24
2	26.09	58.82	58.82	65.22	29.41	41.18	8.70	11.76	0.00	23	17	17
3	63.16	31.58	72.00	36.84	63.16	20.00	0.00	5.26	8.00	19	19	25
4	41.18	65.00	66.67	58.82	20.00	20.00	0.00	15.00	13.33	17	20	15
5	*	93.75	66.67	*	0.00	6.67	*	6.25	26.67	*	16	15
All Grades	32.00	38.04	47.26	55.20	44.79	34.25	12.80	17.18	18.49	125	163	146

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	12.20	15.28	12.00	63.41	70.83	66.00	24.39	13.89	22.00	41	72	50
1	35.29	15.79	33.33	29.41	42.11	33.33	35.29	42.11	33.33	17	19	24
2	26.09	23.53	11.76	56.52	58.82	88.24	17.39	17.65	0.00	23	17	17
3	15.79	21.05	20.00	78.95	47.37	48.00	5.26	31.58	32.00	19	19	25
4	5.88	5.00	0.00	70.59	60.00	66.67	23.53	35.00	33.33	17	20	15
5	*	18.75	26.67	*	56.25	40.00	*	25.00	33.33	*	16	15
All Grades	19.20	15.95	17.12	60.00	60.74	57.53	20.80	23.31	25.34	125	163	146

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	39.02	36.11	30.00	41.46	45.83	46.00	19.51	18.06	24.00	41	72	50
1	0.00	5.26	4.17	88.24	73.68	87.50	11.76	21.05	8.33	17	19	24
2	0.00	23.53	35.29	95.65	70.59	64.71	4.35	5.88	0.00	23	17	17
3	36.84	26.32	8.00	63.16	68.42	88.00	0.00	5.26	4.00	19	19	25
4	35.29	50.00	6.67	64.71	20.00	73.33	0.00	30.00	20.00	17	20	15
5	*	37.50	26.67	*	62.50	46.67	*	0.00	26.67	*	16	15
All Grades	27.20	31.90	19.86	64.00	52.76	65.07	8.80	15.34	15.07	125	163	146

Conclusions based on this data:

1. The number of Multi-language learners in each grade level continues to fluctuate from year to year with no specific trend.
2. As students move toward 5th grade we are seeing larger number of students in Levels 3/4 as compared to beginning levels in K-2nd
3. .

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
548	44.7%	27.2%	0.0%
Total Number of Students enrolled in Ocean 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	27.2%
Foster Youth	0	0.0%
Homeless	5	0.9%
Socioeconomically Disadvantaged	245	44.7%
Students with Disabilities	47	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	5.1%
American Indian	3	0.5%
Asian	199	36.3%
Filipino	7	1.3%
Hispanic	122	22.3%
Two or More Races	58	10.6%
Pacific Islander	1	0.2%
White	93	17%

Conclusions based on this data:

1. We have a higher percentage of Socioeconomically Disadvantaged students than English Learner student group. These rates will continue to be monitored as we are mindful of our resource allocation in the future.

2. Year over year our SED rates and ELL population have grown and will need further supports.

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While overall, we scored with positive performance (green) for ELA, Math and EL progress, we know our sub group students have not shown performance consistent with our whole school on SBA.
2. The positive progress on EL progress is a celebration because our school has an EL population of 26%.
3. Our Chronic Absenteeism has improved for all students and all subgroup categories.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>26.0 points above standard</p> <p>Increased 3.5 points</p> <p>264 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>2.8 points above standard</p> <p>Maintained 2.5 points</p> <p>75 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.4 points above standard</p> <p>Increased 10.2 points</p> <p>83 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>87.5 points below standard</p> <p>Declined 16.0 points</p> <p>21 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>23.0 points below standard</p> <p>Increased 10.9 points</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>52.5 points above standard</p> <p>Increased 16.4 points</p> <p>83 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>16.5 points below standard</p> <p>Increased 4.6 points</p> <p>62 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>49.3 points above standard</p> <p>Declined 9.1 points</p> <p>29 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>46.3 points above standard</p> <p>Declined 3.9 points</p> <p>51 Students</p>

Conclusions based on this data:

1. While our African American and Students with Disabilities, have less than 30 students and is therefore greyed out, it is important to highlight that this group of students decreased significantly in their ELA performance.
2. Our EL's and SED population increased in their ELA performances.
3. In conclusion, Ocean View as a whole school continues to score at or above grade level on English Language Arts data. However, there have been persistent achievement gaps in our sub group populations and we will continue to work with intervention and classroom staff to identify specific learners needing additional supports.

School and Student Performance Data

Academic Performance Mathematics

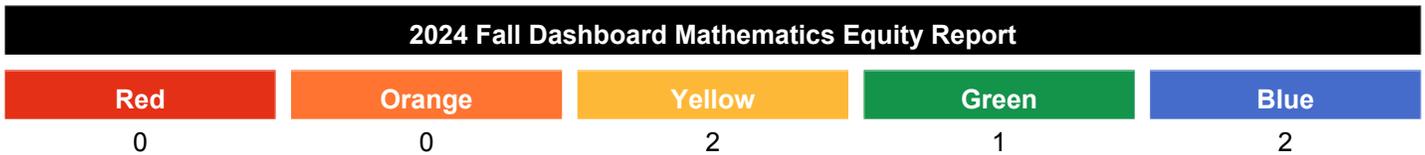
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>13.8 points above standard</p> <p>Increased 7.4 points</p> <p>270 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>9.7 points below standard</p> <p>Declined 13.5 points</p> <p>81 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.7 points above standard</p> <p>Increased 27.5 points</p> <p>85 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>33.5 points below standard</p> <p>Increased 29.6 points</p> <p>21 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>50.4 points below standard</p> <p>Declined 6.4 points</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>37.7 points above standard</p> <p>Increased 9.6 points</p> <p>86 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>26.4 points below standard</p> <p>Increased 13.1 points</p> <p>63 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>41.2 points above standard</p> <p>Declined 9.1 points</p> <p>29 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>25.0 points above standard</p> <p>Increased 8.1 points</p> <p>52 Students</p>

Conclusions based on this data:

1. As a whole school we maintained a score in the good performance band (Green). Yet we still have subgroups who are not performing at the same level or success as the whole school. We will continue to monitor areas where persistent achievement gaps have been observed and by using this process of analysis and collaboration to have the opportunity to address student needs with established interventions as soon as needed.
2. Students with Disabilities populations have less than 30 students and is therefore greyed out, it is important to highlight that this groups of students increased their Math performance by 29.6 points..
3. While our African American and Students with Disabilities populations have less than 30 students and is therefore greyed out, it is important to highlight that these groups of students decreased their Math performance by 6.4 points.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 76.4% making progress. Number Students: 72 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 6.9%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 16.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 76.4%

Conclusions based on this data:

- Our baseline data shows that 76% of English learners are making progress towards English language proficiency. We have made significant and steady upward progress in the development of language for our students and it is worth celebrating.
- We had more students maintaining and progressing in their ELPI levels, in comparison to student who maintained or declined. We are on a positive trajectory of supporting EL students.
- In conclusion, staff will continue to identify specific students in levels 1-3 needing additional support to achieve consideration for reclassification. Specifically we have dedicated intervention staff working with Multi-language learners, both in and outside of the classroom. Staff share student data for analysis to evaluate the progress of these students, and to help determine appropriate supports throughout the year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Green <p>6.9% Chronically Absent</p> <p>Declined 9.2</p> <p>581 Students</p>	<p>English Learners</p>  Green <p>7.1% Chronically Absent</p> <p>Declined 5.6</p> <p>168 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>0 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Green <p>9.4% Chronically Absent</p> <p>Declined 12.8</p> <p>191 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>6.9% Chronically Absent</p> <p>Declined 19.9</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 17.6</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>4.7% Chronically Absent</p> <p>Declined 3.9</p> <p>215 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>12.7% Chronically Absent</p> <p>Declined 13.6</p> <p>126 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>5.7% Chronically Absent</p> <p>Declined 16.2</p> <p>105 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>7.4% Chronically Absent</p> <p>Declined 3.7</p> <p>95 Students</p>

Conclusions based on this data:

1. We would like to celebrate Ocean View's overall chronic absenteeism has decreased from 16.1% overall to 6.9%.
2. All of our subgroups demonstrated a decrease in the rates of chronic absenteeism.
3. As the district and site continues to monitor attendance, procedures for intervention need to be more rigorous and consistent. The leadership and site teams welcome opportunities to collaborate on potential interventions. At the site level, our intervention team includes attendance data in our review of individual students and site leadership is actively communicating and meeting with families of concern through the SARB and SART process.

School and Student Performance Data

Conditions & Climate Suspension Rate

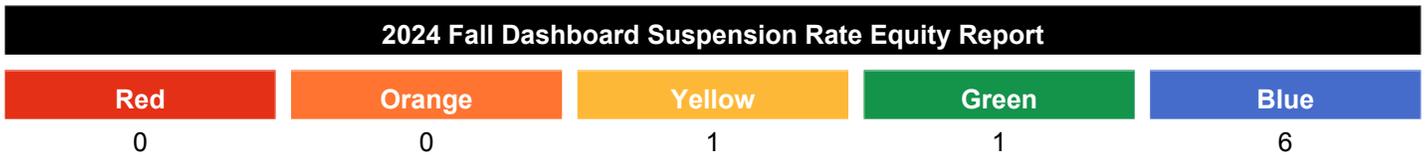
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.7%</p> <p>592 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.6%</p> <p>173 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1.1%</p> <p>198 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.1%</p> <p>59 Students</p>	<p>African American</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1%</p> <p>221 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.7%</p> <p>128 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined 0.7%</p> <p>106 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.7%</p> <p>96 Students</p>

Conclusions based on this data:

- Overall, our suspension rate is low. While suspension is considered an intervention in progressive discipline, it is the least desirable option considered. We have a variety of interventions to support social/emotional progress, and we rely on suspending students as a last measure for consequence.
- In conclusion, while our overall suspension rate is low we continue to work on practices and procedures for wrap-around services when a student's behavior is severe, persistent, or elevating over time. The school's intervention team considers behavior needs as relevant as academic needs. However, the social/emotional interventions available through, in particular, general education are lacking in depth and staffing. Our teachers continue to look for ways to better work together as we note the need for additional staff development on trauma-informed practices, restorative justice practices, and social-emotional instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable, Inclusive and Rigorous Instruction

For subgroups at Ocean View showing a significant achievement gap between the subgroup's academic performance and the overall student academic performance, the percent of students for that targeted subgroup achieving "At or Above Standard" will increase by at least 5 percentage points. Specifically we will focus on our Black/AA, Latinx, SED, and Students with Disabilities populations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure every student has access to high-quality, inclusive instruction that affirms identity, removes barriers to success, and supports academic growth.

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.

Our CAASP data shows overall improvement for Ocean View Elementary in both ELA and Math. However, the data also reveals an achievement gap in performance for some of our sub groups. Specifically our EL students and students with disabilities are not showing the same rate of improvement as other students. The achievement/progress for subgroups of students in our Black/AA, Latinx, and SED populations have are still not performing at the same rate as the greater school population.

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
CAASP ELA	<p>Smarter Balanced Assessment - ELA 2024</p> <p>All students: 61% Met or Exceeded Standard (+3, *-4% from 2022)</p> <p>Asian: 71% (+10)</p> <p>Black: 45% (+20, *from 2022 the increase is +14%)</p> <p>Latino: 44% (+2, *same % as in 2022)</p> <p>2 or More: 63% (-11)</p> <p>White: 69% (-1)</p> <p>Students w/disabilities: 20% (-13)</p> <p>EL: 12% (-6)</p> <p>SED: 47% (+6, *from 2022 -4%)</p>	For students in the following subgroups, our goal is to increase the percent of students meeting or exceeding standard by 5%: Black, Latino, English Learners, Socio-economically Disadvantaged, and Special Education students
CAASP Math	<p>Smarter Balanced Assessment (SBA) Math 2024</p> <p>All students: 56% Met or Exceeded Standard (+1, *same % as 2022)</p> <p>Asian: 66% (+6, *from 2022 -4%)</p> <p>Black: 0% (-25, *from 2022 -10%)</p>	For students in the following subgroups, our goal is to increase the percent of students meeting or exceeding standard by 5%: Black, Latino, Students with Disabilities, EL, Socio-Economically Disadvantaged

	<p>Latino: 38% (+7, *from 2022 +9%) 2 or More: 58% (-13, *from 2022 -1%) White: 70% (+2, *from 2022 -9%)</p> <p>Students w/disabilities: 20% (-8, *from 2022 -23%) EL: 22% (-12, *from 2022 -25%) SED: 44% (+5, *from 2022 +2%)</p>	
Fastbridge Literacy	<p>Fastbridge aReading 2024 T1 (grades 2-5) All Students: At or Above Benchmark 70% (-5)</p> <p>Asian: 72% (-12) Black: 79% (-2) Latino: 58% (+8) 2 or More: 84% (-3) White: 82% (+2)</p> <p>Students w/disabilities: 39% (+9) EL: 34% (-13) SED: 62% (-4)</p>	For students in the following subgroups, our goal is to increase the percent of students meeting or exceeding standard by 5%: Latino, English Learners, Socio-economically Disadvantaged, and Special Education students
Fastbridge Math	<p>Fastbridge aMath 2024 T1 (grades K-5) All students: At or Above Benchmark 72% (+1)</p> <p>Asian: 78% (-1) Black: 54% (+10) Latino: 55% (0) 2 or More: 81% (+7) White: 85% (+11)</p> <p>Students w/disabilities: 44% (-2) EL: 57% (-3) SED: 63% (+4)</p>	For students in the following subgroups, our goal is to increase the percent of students meeting or exceeding standard by 5%: Black, Latino, English Learners, Socio-economically Disadvantaged, and Special Education students
English Learner Progress Indicator (ELPI)	<p>2024 Dashboard: English Learner Progress Indicator 76.4% making progress towards English language proficiency</p> <p>Increased 20.4% Number of EL Students: 72</p>	<p>80% of Multi Language Learners will make progress toward English language proficiency.</p> <p>10% of Multi-language learners will reclassify as English Proficient</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	High Quality Teaching Staff: Ocean View will maintain that 100% of students have access to highly-qualified, fully credentialed, and well-compensated Teachers, Administrators, full-time Librarians, Teaching Specialists in Literacy and Language Development, and for those students who qualify, Special Education Teachers. We will	All Students	<p>2,910,557 General Fund 1000-1999: Certificated Personnel Salaries</p> <p>1,504,800</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	recruit and retain highly qualified teachers with a goal of diversifying out staff to better match our diverse student body. We will continue to provide a Teacher Induction Program for new teachers needing to clear their preliminary teaching credentials.		General Fund 3000-3999: Employee Benefits
1.3	Curriculum: We will provide additional curriculum and materials for differentiated instruction including classroom subscriptions to online platforms, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program, Do the Math Program, etc. We will continue to purchase diverse classroom books and other materials to support anti-racist teaching and inclusion of all students. We will continued purchasing needed decodable books to support explicit phonics instruction.	All Students	10,000 Lottery: Instructional Materials 4000-4999: Books And Supplies
1.4	Assessment: Teachers will administer local literacy and math assessments three times per school year which includes beginning of the year, end of Trimester 2, and end of Trimester 3. All students will be assessed using DIBELS in Literacy and Fastbridge in Mathematics. Other academic assessments include Units of Study writing and Math District Benchmarks (DBA).	All Students	
1.5	Assessment Review and Analysis: We will review and analyze Fastbridge and other Literacy and Math data to identify each student's performance level. This analysis will allow us to monitor and track students to identify achievement gaps that exist between groups of students, and develop plans to better meet their instructional needs. Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Our intervention teachers will use this data to determine students they will serve, targeted instruction focus, and exit criteria from services.	All Students	
1.6	Professional development (PD): Provide PD to support continued implementation of CCSS curriculum and training pertaining to individual, site, and district needs. We will provide ongoing professional development in the areas of The Science of Reading, Universal Design for Learning (UDL), culturally responsive/antiracist pedagogy and Multi-Tiered Systems of Support (MTSS). While Universal Design for Learning, culturally responsive teaching practices, MLL support and other PDs that focus on supporting the learning needs of student groups who are from persistently and historically underserved populations. PD will be provided at Wednesday Staff and Grade -Level time, cross-site collaborations, after-school paid sessions, and end of the school year PD days.	All Students	
1.7	Teacher Release Days: We will provide teachers with release collaboration days for grade level teams to have collaborative discussions including	All Students	7000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	reviewing data, identifying student needs, developing strategies for differentiating instruction, planning and pacing instruction, discussing common instructional practices, deepening their knowledge of the curriculum, and aligning their work across the grade level.		0001-0999: Unrestricted: Locally Defined
1.8	Grade Level Collaboration: We will provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, develop their understanding around the Science of Reading, consider anti-racist teaching and engage in professional development as a team.	All Students	
1.9	Technology: In the 2023-24 school year grades 3rd-5th were provided 1:1 access to Chromebooks, grades 1st-2nd were provided 1:1 access to iPad's and TK-K were provided with shared lpad's for classroom use. We will provide ongoing professional learning, collaboration and cross-site meeting time to maximize the use of educational technology to support student engagement and learning.	All Students	
1.10	Student Study Team (SST): We will hold SST Meetings weekly for families of targeted students who need extra academic and/or socio-emotional support. The SST is a group formed within the school to further examine a student's academic, behavioral and social-emotional progress. The SST team can propose interventions and strategies for improving outcomes for the student and set goals for success. The team consists of the teacher, administrator, and support personnel from the school which can include the reading interventionist, resource teacher, speech teacher, and counselor, depending on the individual student needs.	Targeted Student	
1.11	Reading Intervention: We will provide reading intervention service for students that qualify for additional support in literacy as determined using DIBELS assessment data. Elementary reading specialists will serve students through pull-out, or push-in support providing academic interventions to support students at risk for not meeting grade level standards. Students will be identified, monitored, and eligible for exiting based on state and local summative assessment results. If the data shows that a specific grade level has over representation of need for intervention, we will create a plan to support that grade level strategically.	Targeted Students	101,061 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 52,520 LCFF - Supplemental 3000-3999: Employee Benefits 6600 LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Teacher Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Donations 1000-1999: Certificated Personnel Salaries Hourly
1.12	Math Support: Grades TK-5th grade will have the use of online and adaptive software programs to support at-risk learners needing extension and extra support in the classroom. Programs include IXL, Reflex Math, Happy Numbers and Do The Math. Explicit instruction will be provided to students identified through Fastbridge assessment system and district benchmark assessments to target the highest level of need for small flexible group instruction. Outside of the classroom (tier 2), we will provide Math intervention services to support struggling students as indicated by FastBridge math assessments and other formal assessment. These tier 2 services include pull-out, push-in, and after school support provided by classified and certificated staff. Instructional materials include Do The Math intervention curriculum and online platforms.	Targeted Student	101,061 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 52,520 LCFF - Supplemental 3000-3999: Employee Benefits 6,600 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly Donations 1000-1999: Certificated Personnel Salaries Hourly
1.13	Multi-Language Learner students: MLL students will be provided with designated English language instruction by our English Language Development (ELD) specialists, or general education teachers using Specially Designed Academic Instruction in English (SDAIE). Our Multi-Language Learners will be provided with access to core instruction with integrated ELD. Services by our ELD specialists are provided through push-in and/or pull-out services. Our ELD specialists administer the English Language Proficiency Assessment for California (ELPAC) to identify and track progress for our MLL students. They use this and other local formative and summative data to determine the ultimate goal of reclassifying students as English proficient.	English Learner Students	204325 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 119580 LCFF - Supplemental 3000-3999: Employee Benefits
1.15	Professional Development: With the facilitation of our ELD teachers, we will provide ELD PD for teachers to ensure MLL's are receiving integrated ELD support in their classrooms during Tier 1 instruction.	English Learners	500 Other 0001-0999: Unrestricted: Locally Defined
1.16	Extended Learning Opportunities: Support the implementation of Extended Learning Opportunity Grant program on site by providing designated classroom, multipurpose room and outdoor facilities daily from approximately 1:30 to 6:00 PM for about 120 students.	English Learners, SEDs and Foster Youth/ Homeless	Extended Learning Opportunity
1.17	Academic Parent Communication: Share student progress in-between grading periods as well as share grade specific standards and instructional	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	family nights to build school to home communication.		
1.18	Assessment Review and Analysis: We focus on reviewing and analyzing Fastbridge and other Literacy and Math data to identify proficiency and progress for student's from historically underperforming subgroups. This analysis will allow us to monitor and track specific students so we can identify achievement gaps that exist between groups of students, and develop plans to better meet their instructional needs. Our intervention teachers will use this data to ensure this subgroup of students will get targeted instruction focus and exit criteria from services.	African American Students and Students with Disabilities and MLL's	
1.19	Increased Curricular Offerings: In order to provide a more diverse learning experience to all students; in 2024-25 Art and Science classes have been made available to all 1st-3rd grade. In the upcoming school year (2025-26), Art class will be taught 1st - 5th grade.	All Students	81095 Local Categorical 1000-1999: Certificated Personnel Salaries 42,645 Local Categorical 3000-3999: Employee Benefits
1.20	Use supplemental online programs to provide intervention and content standards learning support in Math: IXL and Literacy: Brain Pop for ELL's & Raz Kids	Targeted Students	3200 Other 0001-0999: Unrestricted: Locally Defined

Annual Review

SPSA Year Reviewed: 2024-25

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.

In 2023-24 we used our designated ELD teachers to provide strategic support to MLL's and we implemented a systemic MLL curriculum to develop language proficiency. We believe our focus in this area created the effective progress and proficiency growth we have seen in our ELPAC scores. This school year, 2024-15, we have provided all teachers with PD around integrated MLL instructional support and anticipate these instructional strategies will support our students to continue to further their language development.

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

While we have designated language arts and math intervention support staff, we have more students who need intervention than staff that who is able to provide the intervention support. We want to continue to build up our Tier 1 and Tier 2 instruction in the classroom to support students. We are continuing to build our capacity to use supplemental funding to provide additional literacy and math intervention as needed. In 2024-25 we have added an additional math support intervention teacher for grades 1st-5th and a math intervention support teacher for Kinder using supplemental funding.

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.

We continue to provide academic interventions in language arts and math. We saw a number of individual and sub group students progress, including our literacy scores for Black/AA, SED students and Latinx students. However, we have not seen larger systemic changes in progress for specific other subgroups; specifically Students with Disabilities and MLL's. Continued focus, analysis and instructional planning will be completed throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Whole Child Development and Belonging.

Ocean View will provide a safe, engaging environment which values inclusion, equity, and a positive school climate for all students and staff. We will support our school community by broadening social, cultural, and racial understanding through the integration of the district's Social-Emotional Learning (SEL) curricula and Social Justice Competencies. We will identify individual social-emotional and behavioral needs and apply collaborative, appropriate interventions based on current research and best practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote student agency, mental wellness, and a sense of belonging through integrated academic, social-emotional, and behavioral supports.

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.

For the 2023-24 school year, OV staff made a conscious effort to discuss difficult topics such as race, equity, LGBTQ rights and allyship. As a site we have also focused on bringing back community building activities such as sing alongs, assemblies, and field trips. With our renewed focus on social emotional well being and connectedness to school, we continue to address the lingering effects of distance learning and we have worked to improve chronic absenteeism among all 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
CA Healthy Kids Survey (CHKS)	<p>CA Healthy Kids Survey (2024) Average reporting “Yes, most of the time” or “Yes, all of the time” to questions related to School Connectedness 74% (+1)</p> <p>Asian: 78% *Black (less than 10 students) Hispanic/Latinx: 70% White: 72%</p> <p>87% of 5th grade students report feeling safe at school Asian: 89% *Black (less than 10 students) Hispanic/Latinx: 84% White: 91% *Mixed: %</p> <p>Response Rate 91% (+36)</p> <p>*Subgroup not reported if less than 10 students</p>	<p>Increase students’ feelings of connectedness to school by 7%. Increase students’ feelings of safety in school by 7%.</p>
CA School Staff Survey (CSSS)	<p>CA School Staff Survey (2024) 32% strongly agree they have a positive working environment (58% agree) (-1)</p> <p>35% strongly agree school is a safe space for staff (60% agree) (-1)</p> <p>50 respondents (+17)</p>	<p>Increase teachers’ feelings of a positive working environment by 7%. Increase teachers’ feelings of school being a safe space for staff by 7%.</p>
Attendance Data	<p>2024 Dashboard - Chronic Absenteeism Overall: 6.9% chronically absent (-9.2)</p> <p>Asian: 4.7% (-3.9) Black: (Less than 11 students - data not displayed for privacy) Latino: 12.7% (-13.6) Two or More: 5.7% (-16.2) White: 7.4% (-3.7)</p> <p>Students w/disabilities: 6.9% (-19.9) EL: 7.1% (-5.6) SED: 9.4% (-12.8)</p>	<p>Decrease absenteeism rate for students with disabilities, SED students, Hispanic students, and AA students by 7 percentage points. Maintain or decrease overall absenteeism rate by 7 points.</p>
Suspension Rate	<p>2024 Dashboard - Suspension Rate All Students: 0.3% suspended at least one day (declined 0.7%)</p> <p>Asian: 0.5% (-1) Black: 0% (maintained) Latino: 0% (-0.7) Two or More: 0.9% (-0.7) White: 0% (-0.7)</p>	<p>Decrease suspension rate for subgroup students to mirror overall suspension rate. Maintain or decrease suspension rate for all students by .5%.</p>

	Students w/disabilities: 1.7% (-0.1) EL: 0% (-1.6) SED: 0.5% (-1.1)	
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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	Administer CA School Climate Surveys for Students, Staff, and Parents/Guardians. These surveys are a tool to help us improve school climate, pupil engagement, parent involvement, and academic achievement.	All Students	
2.2	Social-Emotional and Anti-bias Curriculum and Instruction: Staff will provide instruction in the areas of positive behavioral support of safe, respectful, and responsible behaviors. We will Continue to implement our anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, and racial and cultural prejudice. Adopted curricula such as Welcoming Schools and Second Step will be continued, along with other thoughtfully considered supplements. We will continue to foster social/emotional resiliency in our students, K – 5 through these and other social skills curricula.	All Students	
2.3	Mental Health Counseling: Children coping with mental health conditions and the broad impacts of societal or home factors, and other unexpected changes to their lives has created the need for continued offering of mental health services to as many students as possible through individual and small group counseling sessions.	All Students	District Funded 1000-1999: Certificated Personnel Salaries
2.4	Teachers will implement lessons from Childhelp Speak Up Be Safe, an evidence-based curriculum program with developmentally appropriate lessons to help students prevent, interrupt, and speak up about various types of child abuse—physical, emotional, sexual, neglect, bullying, and cyberabuse. The lessons will be delivered to 1st-5th grade students	1st-5th Grade Students	
2.5	Students will receive one week of Puberty Education using inclusive, and age-appropriate lessons focused on topics of sexuality.	5th Grade Students	District Funded 5000-5999: Services And Other Operating Expenditures
2.6	School-wide and Classroom Positive System: We will maintain a system of positive recognition programs. Each classroom will maintain it's own positive behavior system for rewards and School-wide we will have "Otter Tickets" for students and classes caught being Safe, Responsible, and Respectful. We will hold a weekly raffle. We will bring back programs that were dismantled due to the pandemic including student council and conflict managers. We will also bring back our assemblies focused on positive behavior. We will continue to	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	utilize our School-wide Expected Behavior Matrix which outlines expected behavior for all common areas. Teachers will teach and practice expected behaviors with their students. We will also create a PBIS team with staff members and the principal to organize and plan our systems that meets monthly.		
2.8	Social Emotional Curriculum: Use Welcoming Schools Lessons to discuss race, equity, LGBTQ acceptance, anti-bullying, and allyship.	All Students	
2.9	Bicycle Safety Program: Cycles of Change Safe Routes to Schools programs teach 5th grade students bike safety practices and how to exercise sound decision making in traffic, as well as offering learn-to-ride curriculum to first time cyclists. This program is offered through PE class. The goal is that the bike safety program encourages the use of bikes as a means of sustainable, affordable transportation, a way for young people to discover a sense of independence, as well as help students develop healthy lifestyles from a young age.	5th Grade Students	
2.10	School-wide Student Council Leadership: Student / teacher leader team will collaborate and train students. These students will participate in student council, conflict manager program, and/or community coaches program. Student council leadership will meet monthly to discuss current issues and events, to make decisions, and to bring school-wide information back to each classroom.	Students Grades 3-5	
2.11	Assemblies: Assemblies throughout the year focusing on the following themes around current events and culture: Welcome Back, Unity Day, Holiday Celebrations, Friendship, Earth Day, and End-of-year, Hispanic Heritage Month, Black History Month, Allyship/Upstanders in our community, AAPI History. For Sing-Along assemblies, parents are invited to attend and participate with the school community.	All Students	
2.12	Extracurricular Activities: We will continue providing extracurricular activities during the school day: We will provide clubs and activities that help students interact in a positive way, such as lunch time games in the library, and noon time field games.	All Students	
2.13	Student Study Team: We will hold Student Study Team (SST) meetings weekly. Student will be recommended to the team for evaluation. Teachers will review formative and summative academic data as well as socio-emotional indicators to identify target students for referral to the SST. The team will consist of the SST coordinator, classroom teacher, principal, parent(s), and specialist(s) if appropriate, to review past and present data and to develop strategies to support the student's academic and socio-emotional needs. The SST coordinator will monitor the schedule of SST meetings, assessment results, and will create SST meeting notes.	Targeted Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.14	School Safety Plan: Emergency Planning Team will meet to update plan, develop staff training and replenish needed supplies. We will maintain emergency preparedness supplies on campus as well as emergency Backpacks/Folders updated annually, emergency preparedness container supplies updated as needed and emergency drill schedule and safety plan updated annually and approved by the Site Council.	All Students	
2.15	Absenteeism: We will monitor and respond to student absences by reaching out to families whose student(s) are chronically absent. We will contact families in writing of first, second and third notifications and reinstitute SART and SARB meetings. We will clearly and frequently notify families of changes to weekly schedules due to conferences or other events. We will remind teachers to take roll in a timely manner daily and to monthly review all student absences. We will have a clear system for admitting and monitoring student who are late to school.	Targeted Students	
2.16	Summer School Program: Provide Social Emotional Learning Program run by a middle school counselor and offered to targeted 4th and 5th grade students. Program provides fun, connective activities and group work building comfort with and connection to middle school. We will offer a bridge program for 4th and 5th grade English learners, and a program for 5th grade students in our resource program.	Targeted Students	
2.17	Staff Mental Health Support: Staff will have access to The Claremont Employee Assistance Program (EAP) which offers a range of behavioral health tools to help resolve personal issues and enhance well-being. Staff and eligible family members can receive confidential, mental health support at no cost. It is important that we support staff's mental well-being which will enable them to support our students in a more positive way.	All Students	
2.18	Anti-Racist Pedagogy PD: Provide professional development around anti-racist teaching pedagogy to further create a safe and inclusive school environment where all students feel seen, welcome and included.	All Students	500 Other 0001-0999: Unrestricted: Locally Defined
2.19	Increased Curricular Offerings: In order to provide a more diverse learning experience to all students; in 2024-25 Art and Science classes have been made available to all 1st-3rd grade. In the upcoming school year (2025-26), Art class will be taught 1st - 5th grade.	All Students	Other 0000: Unrestricted
2.20	Hire a Community Coordinator that will oversee COST to support students and families and create a safety net for students and families throughout the year.	Targeted Students	21,000. District Funded 2000-2999: Classified Personnel Salaries 21,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Donations 2000-2999: Classified Personnel Salaries
2.21	Provide Parent Education Nights around topics such as: racism, anti-bullying, PBIS, use of technology etc.	All Students	1600. Other 0001-0999: Unrestricted: Locally Defined

Annual Review

SPSA Year Reviewed: 2024-25

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.

In the 2023-24 school year we continued to make a made a concerted effort to host timely SST meetings throughout the year to work with families around setting attainable academic and social emotional goals.

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

In the 2023-24 school year we had timely SART and SARB meetings to create support plans for students and families who we wanted to develop further connectedness to school and who we wanted to see an improvement around attendance. We had regular home to school communication around tardies and absences.

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.

We added the Community Coordinator Position in the 2024-25 School year and this position has enabled us to have a point person of parent school partnership. They are providing invaluable support to students and families who may often be found on the margins of being connected to school. This position will continue to facilitate COST and provide direct student support.

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.

Collaborative Systems for Continuous Improvement

We will communicate and collaborate with parents and guardians on a regular basis. We will conduct outreach to ensure we have accurate information and provide easy to use methods for communication with families. We will provide opportunities for parents/guardians to be informed about their student's academic progress by providing assessment results, report cards and holding parent/teacher conferences. We will recruit parents/guardians, specifically parents of students who represent our diverse community, to participate on site and district committees. Parents will be invited and encouraged to volunteer at school and in classrooms.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthen shared leadership, data-driven decision-making, and inclusive engagement to foster equitable outcomes and a culture of continuous learning.

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.

Parents and teachers are the most important contributors to our students' educational success. With strong communication, parents and teachers are able to support student learning together leading to positive student outcomes. We value the diverse voices of our stakeholders and seek to include differing perspectives when making decisions that impact staff, students and community. Recent technological advances have enabled teachers to communicate with parents on a more regular basis, in a more efficient manner. Teachers can use email, texts, and video platforms and other online communication tools to connect with parents and schedule meetings and conferences. Moving forward, we will need to continue increased outreach to families to provide better school to home communication and to encourage parental engagement in school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Participation Rate	100% contactable students on Parent Square	Maintain contactable parents on Parent Square as 100%.
Attendance at ELAC Meetings	12 Families attended ELAC open house in the Spring of 2024 154 MLL students (8% of MLL families have attended an ELAC meeting)	Previous year's goal continues: 25% of our MLL families participate in ELAC meetings.
Survey Response Rate	CA Schools Parent Survey 2024 136 parents/guardians responded to the survey out of 536 students. (25%)	Previous year's goal continues: Increase respondents to 50% of families.
Parent Survey	CA Schools Parent Survey 2024 "Promotion of parental involvement" Average reporting "Agree or Strongly Agree" 89%	Increase promotion of parental involvement with Agree/Strongly Agree to 90%. Increase parental involvement in school with Yes to 72%

	<p>“Parental involvement in school” Average reporting “Yes” 63%</p>	
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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	Home-School Communication: Ocean View Elementary School Students, parents, and the community will be informed about school policies and procedures related to the rules and regulations, the expected behaviors, and our BEST Positive Behavior system through the district and school website, the parent handbook, regular classroom newsletters, school newsletters, Back to School Night, Open House, "Parent Square" online communication platform, the auto dialer, and the school marquee.	All Students	
3.2	Parent Education events: Parent education events will be offered to all parents/guardians and organized through the coordination with all elementary PTA’s for topics related to supporting students, and to family social-emotional health.	All Students	1600 Other 0001-0999: Unrestricted: Locally Defined
3.3	Opportunities to participate at school: Staff will offer opportunities for parents and the community to participate in school events including parades, assemblies, PTA fundraisers, and other events. Parents will be encouraged to volunteer in the classroom, for special occasions, in the library, for field trips, etc.	All Students	
3.4	Opportunities to participate on School Committees and District Committees: Parents will be invited to participate in School Site Council (SSC), The School and English Language Advisory Committees (ELAC), the Parent Teacher Association (PTA), the District Budget Advisory Committee, the Student Achievement Committee, other District Parent Advisory Committees and parent affinity groups. Staff will make every effort to recruit parents who represent the diverse population of Ocean View to participate on committees.	All Students	
3.5	Parent Teacher Conferences: Conferences are an opportunity for teachers to collaborate with parents/guardians in order to support their student’s success. We will hold parent teacher conferences two times per year, once in the November and once in March. Fall (November) conferences will be held for all parents of students at Ocean View. For Spring (March) conferences, parents of students who are performing below grade level and/or struggling with social-emotional or behavioral issues will be asked to conference. Any parent can request a conference in the Spring as well.	All Students	
3.6	English Language Advisory Committee: In order to support English language (EL) students and families, we will regularly hold ELAC meetings.	English Learner Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ELAC meetings will provide an opportunity for EL families to understand the processes for identifying and serving EL students. Families of EL students will be given opportunities to ask questions and receive information for how to help their student. Our ELD specialists will facilitate ELAC meetings. English learner families will be encouraged to attend English Language Advisory Committee (ELAC) meetings with staff making personal phone calls, sending out paper invitations with translated information.		
3.7	Translation: We will provide translators as often as needed for parent/teacher meetings. We will provide translations of documents in as many languages as possible, with the priority on translating into Chinese (Mandarin), Korean, and Japanese, and Spanish.	English Learner Students	
3.8	Student Progress Communication: We will provide parents with access to their student's progress through communication with the teacher, by viewing assessment results in Aeries, and by providing parents with a standards based report card for each trimester. We will hold parent/teacher conferences in the Fall for families of all students, and again in the Spring for families of targeted students. Parent/teacher conferences will give families an opportunity to ask questions and provide perspective on their student. At the start of the school year, we will send out a what to expect from this school year and explanations of what Fastbridge data means in Aeries.	All Students	
3.9	CA Schools Parent Survey: We will administer the CA Schools Parent Survey once yearly to help us analyze and reflect upon feedback from families on school climate, pupil engagement, parent involvement, and academic achievement. This data will guide us to improve school climate so that we have a welcoming school environment for families.	All Students	
3.10	ILT Team: Have an Instructional Leadership Team comprised of a Lead Teacher at each grade level to discuss instructional practices, positive behavior supports and school to home communications.	All Students	District Funded 1000-1999: Certificated Personnel Salaries
3.11	PTA Membership of Marginalized student groups: Include a parent rep from each affinity group in PTA meetings.	Targeted Students	
3.12	Coffee with the Principal Meetings every other month to provide opportunities for school to home communication opportunities.	All Students	1800 Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2024-25

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.

We were able to host major family events that were well attended by our parent community and we continue to host events where we maximize parent involvement. We also need to follow through on listed commitments to promote better attendance for ELAC meetings; including hard copy invitations and personal phone calls.

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

Unfortunately, as the school year progressed, we saw a waning of parent involvement in PTA as well as ELAC. We conducted regular coffee with the principal events to build further school to parent communications. The expenditures for this meeting will be through PTA funding.

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.

We would like to have a renewed focus to have PTA Membership of Marginalized parent groups by including a parent rep from each affinity group in PTA meetings.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$5,251,564.00
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	\$21,000.00
Donations	\$21,000.00
General Fund	\$4,415,357.00
LCFF - Supplemental	\$651,267.00
Local Categorical	\$123,740.00
Lottery: Instructional Materials	\$10,000.00
Other	\$7,400.00
Parent-Teacher Association (PTA)	\$1,800.00

Subtotal of state or local funds included for this school: \$5,251,564.00

Total of federal, state, and/or local funds for this school: \$5,251,564.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	21,000.00
Donations	21,000.00
General Fund	4,415,357.00
LCFF - Supplemental	651,267.00
Local Categorical	123,740.00
Lottery: Instructional Materials	10,000.00
Other	7,400.00
Parent-Teacher Association (PTA)	1,800.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	21,000.00
1000-1999: Certificated Personnel Salaries	3,404,699.00
2000-2999: Classified Personnel Salaries	42,000.00
3000-3999: Employee Benefits	1,772,065.00
4000-4999: Books And Supplies	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	21,000.00
2000-2999: Classified Personnel Salaries	Donations	21,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,910,557.00
3000-3999: Employee Benefits	General Fund	1,504,800.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	13,600.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	413,047.00
3000-3999: Employee Benefits	LCFF - Supplemental	224,620.00
1000-1999: Certificated Personnel Salaries	Local Categorical	81,095.00
3000-3999: Employee Benefits	Local Categorical	42,645.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	10,000.00
0001-0999: Unrestricted: Locally Defined	Other	7,400.00
	Parent-Teacher Association (PTA)	1,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,204,064.00
Goal 2	44,100.00
Goal 3	3,400.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Parent or Community Members

Name of Members	Role
Ana Delgado	Principal
Alex Hanafi	Parent or Community Member
Jynette Oji	Parent or Community Member
Margaret Allen	Parent or Community Member
Mimi Ingalls	Classroom Teacher
Kevin Corcoran	Classroom Teacher
Jess Friedman	Classroom Teacher

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

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 3/21/2024.

Attested:



Principal, Ana Delgado on 4/24/2025

SSC Chairperson, Alex Hanafi on 4/24/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023