



School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Star View Elementary School	30-66613-6029706	November 5, 2019	February 18, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Star View's Single Plan for Student Achievement is aligned with Ocean View School District's Local Control and Accountability Plan (LCAP). This Plan is supplemented by actions and services provided through federal funds. Star View’s mission is to meet the academic and behavioral needs of students through a Multi-Tiered System of Supports (MTSS) which includes data analysis and a Response to Intervention/Instruction (Rtl) process. Star View's core educational program delivers supports at the classroom level through Tier 1(Core) first best instruction, and commits to strategically enhancing services at the classroom level for struggling students. Supplemental supports for students who continue to struggle are provided through Tier 2 (Strategic) and Tier 3 (Intensive) evidence-based intervention and services to ensure all students meet State academic standards and success.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Title I survey indicates 99% of the families want their students to do well and want to be involved in their education. 98% of the families feel welcome at school. 97 % of families agree that the school supplies a written District Parent Involvement Policy and Parent/School Compact that is jointly developed with parents and outlines the partnership among the student, parent, and school. 98% of the families agree that the school provides opportunities for parents to have input in school priorities and goals. 97% of families believe that School staff values and respects diversity. 97% of families believe the school provides information and/or workshops that help with better parent participation in your child's education. 67% of the families are aware that there is an annual Title I Parent Meeting that is held at your child's school (30% participated in the meeting). The families shared the following times as being best for meetings: 25% in the morning, 34% after school, and 41% in the evenings. 48% of the families receive their communication most often by phone and email, with 17% receiving information from text messages.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are used frequently, including informal observations approximately twice per week and formal coaching Tuesday observations completed weekly with an emphasis on the district initiatives including the writing continuum, DOK 3 and 4 level teaching and learning, SEL, and the use of Foundational Skills Tool Kit. Furthermore, Site team visits are conducted twice per year. Progress of English Language Learners will be monitored regularly to ensure alignment with LCAP, including coaching Tuesdays and principal notebook tracking.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers analyze dis-aggregated District and SBA data and formative assessments throughout the school year to monitor progress and make necessary changes in the instructional program to ensure high levels of achievement for all students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize the District multiple measures, classroom assessments, and student products to monitor student progress towards meeting grade level standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet ESEA requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately credentialed and receive ongoing training provided by the District for each new curriculum adoption. ELA, Math, and ELD training is ongoing.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff are participating in staff development to increase student performance. The curriculum adoption cycle and student performance assessment data determine professional development needs and selection of staff development activities. With each new curriculum adoption cycle, professional development is provided for teachers and administrators for effective curriculum implementation. The “Standards for the Teaching Profession” serve as a base for teacher evaluation and teachers’ individual improvement goal setting. Instructional strategies are linked to content standards and assessment results. Staff development activities, guided by student achievement and research on best practices, are continually provided for all teachers. These include Response to Intervention (RtI), Thinking Maps, Authentic Literacy, Depth of Knowledge, vocabulary development, training to address the unique needs of GATE and special education students. In addition, staff attend various conferences, workshops and in-services selected to address staff and student needs. OVSD develops the Local Control and Accountability Plan (LCAP) on an annual basis which delineates a Roadmap for professional development. The LCAP is augmented by actions and services funded through federal funds. The SPSA goals and actions are aligned with the LCAP to ensure consistency, equity, united support, implementation and ultimately, student success.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers share strategies and support one another through grade level teams. The district provides Teachers on Special Assignment (TOSAs) to support teachers and students in the areas.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly in Professional Learning Communities at each grade level. Principal's Advisory Committee members meet with the principal twice monthly to review grade level needs and to collaborate cross grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District review of curriculum follows the state adoption cycle. With each curricular adoption, teacher committees analyze state standards. Based on District test results, state standards serve as a base to give emphasis to skills students need most. Student progress towards these standards are reported to parents on a standards-based report card. Common Core State Standards (CCSS) are examined for K-12 articulation. Research on instructional methods reveals the most effective techniques for a particular content, and this information is used in the creation of the materials’ evaluation criteria. Standards-based instructional materials are purchased for all students with each curricular adoption and teachers serve on committees to identify needs for GATE, English learners, Special Education students and others requiring intervention. Based on identified needs of these students, supplementary materials are purchased to help students meet academic standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to the recommended instructional minutes for reading/language arts and math. ELA is taught 120 minutes per day. Math is taught for 60 minutes per day. In addition, 30 minutes of ELD is provided for English learners, Core+More intervention is provided for strategic and intensive students populations requiring more support.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing Guides and schedules are implemented as appropriate for Math, English Language Arts, and other content areas.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers use standards based instructional materials appropriate to the content and instructional level of the students. Core textbooks are provided for every student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use SBE- adopted and standards-aligned instructional materials appropriate to the content and instructional level of the students. This includes:

ELA - McGraw Hill - Wonders

Math - McGraw Hill - My Math

History/Social Science - Harcourt Reflections

Science- TBD (Adoption in progress)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students at risk as determined by SBA results and district multiple measures and benchmark assessments are provided through Tier 2 (Strategic) and Tier 3 (Intensive) intervention and services. Strategic and Intensive supports often include specialized support personnel (instructional aides, counselors, district social workers, Teacher On Special Assignment, and others) to ensure all students meet State academic standards and success. Addressing the needs of all students continues to be the prime initiative, while strategically intervening and supporting students in significant subgroups (English Learners, socio-economically disadvantaged, and unduplicated target students) to support and build students' skills necessary to close the achievement gap and achieve 21st Century Skills. In addition, all students receive Core instruction plus more for identified students which may include, differentiated instruction, additional intervention utilizing research-based programs and strategies each day in their regular classroom and across grade levels. English learners receive additional English language instruction for at least 30 minutes each day and assistance in their primary language through bilingual instructional aides. Growth for at-risk students is monitored through assessment data, a District Indicators for Success Rubric and information is regularly shared with parents.

Evidence-based educational practices to raise student achievement

Common evidenced-based instructional strategies are implemented including Differentiated Instruction, scaffolding, Thinking Maps, GLAD strategies, authentic literacy, CLOSE and critical reading and Write from the Beginning. In addition, staff utilize Re-read partners to build fluency. PBIS strategies for behavior support and intervention are implemented school-wide.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Star View is committed to continue to build relationships and partnerships with our families and community members. We are proud of our partnership with the Anaheim Ducks, Junior Achievement and the Assistance League. We strive to look for further opportunities to partner with community and family members. The Star View staff is committed to the success of all students. Together we Shine Together with Awesome Results. We strive to work together to meet the needs of all our students.

Parents attend ELAC meetings and parent education is offered through a variety of sources; a parent liaison is available to assist the parents of English learners; our PTO sponsors a variety of opportunities for parent involvement; staff and community organizations provide food for needy families during the holidays; our students in need of clothing participate in Operation School Bell through the Huntington Beach Assistance League; attendance is monitored through the School Attendance Review Board (SARB) process; and parents are offered information detailing the County sponsored 211 program.

Various programs are in place to promote and increase parent and community involvement. These include communication through principal coffees, Aeries communications, email, the school marquee. District, school and classroom websites provide updated ongoing communication. Parents are actively involved with Back-to-School Night, parent/teacher conferences, Open House, Book Fair. Parent and community involvement opportunities are visible through classroom support, school library assistance, computer lab access, student binder reminders and PTO sponsored events and resources.

Parents, teachers and classified staff participate in the development of the school plan through the Principal's Advisory Committee, ELAC, PTO and the SSC. These groups review all assessment data: Smarter Balanced Assessment (SBA), English Language Proficiency Assessments for California (ELPAC) and local assessments. Using this data, needs are identified and strategies are suggested to increase student achievement. The SSC in conjunction with the site leadership team review existing goals, consider suggestions for improvement and recommend revisions or additions to the plan. The SSC approve the final plan and continue to monitor the progress of the plan.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The staff and SSC reviewed the school data, including Title budget, ConApp program and associated funding during August, September, October, and December 2019 meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF funds, through per-pupil site allocations, augments Title I School Plan for Student Achievement. The plan targets the academic and social emotional needs of student groups based on findings from the annual needs assessment. The comprehensive needs assessment is shared with school staff, community members and the School Site Council. Star View has developed a plan of action with evidence-based instructional strategies, interventions, identified resources and assessment metrics to monitor the effectiveness of the plan. The Single Plan for Student Achievement (SPSA) is approved by the School Site Council, Board of Trustees and accessible on the District and school website in multiple languages for parent access. Staff development and student support is provided through Title I, Title II, Title III and Title IV funds. (Specifically, students utilize a variety of technology support provided through Title 1. English Learners receive additional classroom academic support through Bilingual/EL Aides, and family support through a Community Liaison provided by ESEA funds.

Fiscal support (EPC)

School Title I and general funds supplemented with district categorical funds are coordinated and prioritized to align with our LCAP and site plan.

Stakeholder Involvement

How, when, and with whom did the 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 SPSA was created with input from staff and parents including engagement opportunities at Staff meetings (June, August, and October), PAC meetings (September and October), and the SSC meetings in June, October 1st , and October 14th. Election of parents and staff for the SSC/ELAC were held in September of 2019. SSC members received training on October 1st, 2019. The SPSA was approved in December .

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.20%	0.22%	2	1	1
African American	1.2%	0.81%	0.22%	6	4	1
Asian	52.3%	54.97%	56.51%	266	271	256
Filipino	1.8%	0.81%	0.66%	9	4	3
Hispanic/Latino	23.2%	22.92%	23.84%	118	113	108
Pacific Islander	0.2%	0.20%	0.22%	1	1	1
White	19.3%	17.44%	16.11%	98	86	73
Multiple/No Response	0.6%	0.61%	%	3	3	
Total Enrollment				509	493	453

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	81	89	98
Grade 1	77	60	59
Grade 2	95	84	58
Grade3	74	90	76
Grade 4	96	77	85
Grade 5	86	93	77
Total Enrollment	509	493	453

Conclusions based on this data:

1. Based upon the results, our largest demographic group (56 %) are Asian American students, similar to last year's.
2. The grade level numbers indicate that most grades are of a similar size, with K having the largest number of students (98) and grade 1 and 2 having the fewest students.
3. Total enrollment at Star View has decreased from 509 students in 2016/17 to 453 students in 2018/19.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	185	173	160	36.3%	35.1%	35.3%
Fluent English Proficient (FEP)	55	66	60	10.8%	13.4%	13.2%
Reclassified Fluent English Proficient (RFEP)	39	35	31	18.2%	18.9%	17.9%

Conclusions based on this data:

1. Based upon the data, the English Language learner population has remained stable, at approximately 35%.
2. Fluent English proficient students has increased from 10.8% to 13.2% in the past three years.
3. Reclassified Fluent Proficient students have decreased from 18.2 to 17.9%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	90	78	74	89	75	74	89	75	98.7	98.9	96.2
Grade 4	96	76	88	94	75	87	94	75	87	97.9	98.7	98.9
Grade 5	87	92	75	87	92	75	87	92	75	100	100	100
All Grades	258	258	241	255	256	237	255	256	237	98.8	99.2	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2480.	2455.	2427.	45.95	41.57	21.33	31.08	23.60	30.67	16.22	20.22	26.67	6.76	14.61	21.33
Grade 4	2472.	2503.	2479.	21.28	40.00	33.33	32.98	25.33	29.89	20.21	20.00	11.49	25.53	14.67	25.29
Grade 5	2514.	2524.	2547.	20.69	30.43	40.00	32.18	28.26	32.00	27.59	25.00	16.00	19.54	16.30	12.00
All Grades	N/A	N/A	N/A	28.24	37.11	31.65	32.16	25.78	30.80	21.57	21.88	17.72	18.04	15.23	19.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.84	34.83	24.00	48.65	46.07	54.67	13.51	19.10	21.33
Grade 4	19.15	41.33	34.48	63.83	44.00	42.53	17.02	14.67	22.99
Grade 5	20.69	26.09	46.67	55.17	58.70	42.67	24.14	15.22	10.67
All Grades	25.10	33.59	35.02	56.47	50.00	46.41	18.43	16.41	18.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	35.96	17.33	45.95	44.94	57.33	4.05	19.10	25.33
Grade 4	26.37	34.67	25.29	50.55	49.33	51.72	23.08	16.00	22.99
Grade 5	33.33	43.48	26.67	51.72	36.96	58.67	14.94	19.57	14.67
All Grades	35.71	38.28	23.21	49.60	43.36	55.70	14.68	18.36	21.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.03	21.35	12.00	70.27	65.17	66.67	2.70	13.48	21.33
Grade 4	17.02	32.00	22.99	63.83	62.67	64.37	19.15	5.33	12.64
Grade 5	13.79	21.74	33.33	70.11	69.57	52.00	16.09	8.70	14.67
All Grades	18.82	24.61	22.78	67.84	66.02	61.18	13.33	9.38	16.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	46.07	22.67	43.24	39.33	57.33	6.76	14.61	20.00
Grade 4	26.60	28.00	31.03	61.70	57.33	45.98	11.70	14.67	22.99
Grade 5	28.74	34.78	44.00	50.57	48.91	41.33	20.69	16.30	14.67
All Grades	34.12	36.72	32.49	52.55	48.05	48.10	13.33	15.23	19.41

Conclusions based on this data:

1. The Smarter Balanced Assessment (SBA) English Language Arts (ELA) indicates overall English Language Arts progress has remained steady with 62.45% of all students meeting or exceeding the standards, compared to 62.89% last year. Students in grades 3rd-5th met or exceeded the standards at a rate of 52%-72% as compared to last year's rate of 59% to 65% and 47%-60% the year prior. 5th grade students improved overall by 13% from the prior year. 4th grade scores decreased from 15%, and our 3rd grade students scored 52% overall, a drop from 65% last year. In analyzing the scores for ELA, the Star View staff and School Site Council determined that reading and writing need to continue to be school-wide focuses.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	90	78	74	89	75	74	89	75	98.7	98.9	96.2
Grade 4	96	76	88	95	76	88	95	76	88	99	100	100
Grade 5	87	92	75	87	92	75	87	92	75	100	100	100
All Grades	258	258	241	256	257	238	256	257	238	99.2	99.6	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.	2470.	2453.	35.14	37.08	22.67	36.49	40.45	45.33	21.62	10.11	18.67	6.76	12.36	13.33
Grade 4	2492.	2510.	2496.	16.84	28.95	35.23	45.26	31.58	28.41	28.42	31.58	18.18	9.47	7.89	18.18
Grade 5	2519.	2527.	2548.	26.44	26.09	34.67	18.39	28.26	22.67	34.48	28.26	33.33	20.69	17.39	9.33
All Grades	N/A	N/A	N/A	25.39	30.74	31.09	33.59	33.46	31.93	28.52	22.96	23.11	12.50	12.84	13.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.65	61.80	46.67	37.84	23.60	37.33	13.51	14.61	16.00
Grade 4	45.26	51.32	47.73	35.79	28.95	26.14	18.95	19.74	26.14
Grade 5	34.48	32.61	44.00	36.78	50.00	42.67	28.74	17.39	13.33
All Grades	42.58	48.25	46.22	36.72	34.63	34.87	20.70	17.12	18.91

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.95	43.82	29.33	47.30	40.45	54.67	6.76	15.73	16.00
Grade 4	27.37	32.89	38.64	56.84	52.63	38.64	15.79	14.47	22.73
Grade 5	21.84	25.00	26.67	50.57	54.35	58.67	27.59	20.65	14.67
All Grades	30.86	33.85	31.93	51.95	49.03	50.00	17.19	17.12	18.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.59	51.69	28.00	48.65	39.33	54.67	6.76	8.99	17.33
Grade 4	22.11	46.05	34.09	60.00	38.16	38.64	17.89	15.79	27.27
Grade 5	22.99	21.74	37.33	51.72	56.52	46.67	25.29	21.74	16.00
All Grades	28.91	39.30	33.19	53.91	45.14	46.22	17.19	15.56	20.59

Conclusions based on this data:

- Overall, on the Smarter Balanced Assessment (SBA) Math, 3rd - 5th students met or exceeded the standards at a rate of 63%, which is the same as the 2017-2018 school year. Overall students met or exceeded the standards at a rate of 55%-78% as compared to last year's rate of 54%-77% and 44%-71% the year prior. 78% of the 3rd grade students met or exceeded the standard. 63.5% of Star View's 4th graders met or exceeded the standard, while 55% of the 5th graders met or exceed the standard. In an analysis of the claims, Concepts & Procedures continue to be our area of school-wide focus. Problem Solving & Modeling are also a continued area focus.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1444.3	1405.1	1446.0	1410.8	1440.3	1391.7	39	45
Grade 1	1454.0	1505.5	1441.6	1477.1	1466.0	1533.5	25	28
Grade 2	1504.8	1548.9	1504.3	1530.1	1504.5	1567.1	33	23
Grade 3	1466.0	1525.7	1436.2	1525.6	1495.2	1525.3	29	33
Grade 4	1515.8	1526.3	1512.4	1537.1	1518.5	1515.2	12	26
Grade 5	1536.1	*	1522.6	*	1548.9	*	13	7
All Grades							151	162

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.59	11.11	28.21	31.11	*	37.78	*	20.00	39	45
1	*	42.86	*	35.71	*	14.29	*	7.14	25	28
2	57.58	56.52	36.36	39.13		4.35	*	0.00	33	23
3	*	36.36	44.83	48.48	*	12.12	*	3.03	29	33
4	*	42.31	*	26.92	*	15.38	*	15.38	12	26
5	*	*	*	*		*		*	13	*
All Grades	38.41	33.95	36.42	36.42	14.57	19.14	10.60	10.49	151	162

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.03	15.56	38.46	26.67	*	37.78	*	20.00	39	45
1	44.00	25.00	*	50.00	*	21.43	*	3.57	25	28
2	84.85	52.17	*	34.78	*	13.04	*	0.00	33	23
3	*	54.55	48.28	30.30	*	9.09	*	6.06	29	33
4	*	65.38	*	23.08	*	3.85		7.69	12	26
5	*	*	*	*		*	*	*	13	*
All Grades	50.33	40.12	27.81	32.10	9.93	18.52	11.92	9.26	151	162

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.03	13.33	*	22.22	38.46	51.11	*	13.33	39	45
1	56.00	50.00	*	17.86	*	17.86	*	14.29	25	28
2	48.48	43.48	33.33	43.48	*	13.04	*	0.00	33	23
3	*	21.21	*	33.33	37.93	42.42	*	3.03	29	33
4	*	23.08	*	26.92	*	26.92	*	23.08	12	26
5	*	*	*	*	*	*		*	13	*
All Grades	35.10	26.54	23.18	27.16	29.14	35.19	12.58	11.11	151	162

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.92	17.78	*	60.00	*	22.22	39	45
1	60.00	57.14	*	39.29	*	3.57	25	28
2	75.76	56.52	*	39.13		4.35	33	23
3	*	33.33	44.83	57.58	*	9.09	29	33
4	*	42.31	*	42.31	*	15.38	12	26
5	*	*	*	*		*	13	*
All Grades	59.60	37.65	30.46	50.00	9.93	12.35	151	162

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	8.89	53.85	64.44	*	26.67	39	45
1	*	14.29	*	78.57	44.00	7.14	25	28
2	81.82	52.17	*	43.48	*	4.35	33	23
3	44.83	75.76	*	21.21	*	3.03	29	33
4	*	69.23	*	23.08		7.69	12	26
5	*	*	*	*	*	*	13	*
All Grades	47.68	42.59	34.44	46.30	17.88	11.11	151	162

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.03	0.00	53.85	88.89	*	11.11	39	45
1	60.00	57.14	*	28.57	*	14.29	25	28
2	54.55	43.48	33.33	56.52	*	0.00	33	23
3	*	12.12	72.41	75.76	*	12.12	29	33
4	*	23.08	*	46.15	*	30.77	12	26
5	*	*	*	*	*	*	13	*
All Grades	36.42	22.84	50.33	63.58	13.25	13.58	151	162

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.59	40.00	41.03	33.33	*	26.67	39	45
1	*	42.86	52.00	46.43	*	10.71	25	28
2	48.48	60.87	51.52	39.13		0.00	33	23
3	*	33.33	51.72	66.67	*	0.00	29	33
4	*	23.08	*	65.38	*	11.54	12	26
5	*	*	*	*		*	13	*
All Grades	41.72	38.27	47.68	49.38	10.60	12.35	151	162

Conclusions based on this data:

1. 162 Star View Students, designated as English language learners were assessed in 2018-19.
2. In overall fluency, 34% of the students were at level 4, while 36% of the students were at level 3. 19% were at level 2, and 10.5% scored at level 1.
3. Overall, oral fluency is an area of strength, while written language will be an area of continued focus.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
453	53.6	35.3	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	35.3
Foster Youth	3	0.7
Homeless	35	7.7
Socioeconomically Disadvantaged	243	53.6
Students with Disabilities	53	11.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	1	0.2
Asian	256	56.5
Filipino	3	0.7
Hispanic	108	23.8
Two or More Races	10	2.2
Pacific Islander	1	0.2
White	73	16.1

Conclusions based on this data:

1. 53.6% of the students are socio-economically disadvantaged.
2. 35% of the students are English Language learners.
3. 11.7% of the students have disabilities, while 7.7% are listed as homeless.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

- For academic performance, overall, all students assessed in ELA grades 3-5 were in the green range.
- For academic performance, overall, all students assessed in Math are in grades 3-5 were in the green range.
- For chronic absenteeism, overall, all students were in the orange range.

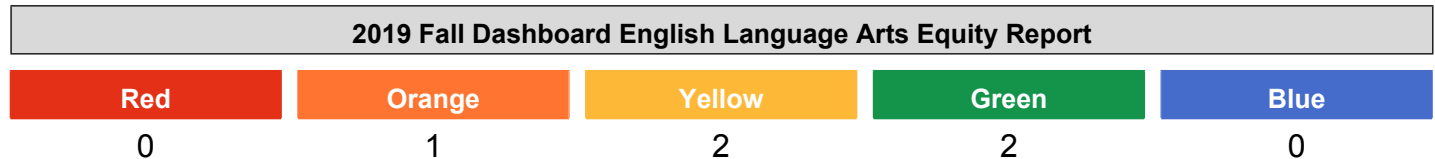
School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 14.4 points above standard Declined -12.4 points 233	 Green 22.2 points above standard Declined -6.3 points 116	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 22.9 points below standard Declined Significantly -71.2 points 13	 Yellow 4 points below standard Declined -12.2 points 128	 No Performance Color 105.7 points below standard Declined Significantly -27.3 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 32.6 points above standard Declined -9.2 points 131	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22 points below standard Declined Significantly -24 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.1 points above standard Declined -7.6 points 37

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.5 points below standard Declined -13.8 points 45	76.6 points above standard Increased ++11.1 points 71	4.6 points above standard Declined Significantly -17.8 points 114

Conclusions based on this data:

- Overall, the entire school is in the green range.
- English Language learners are in the green range. Reclassified English Learners continue to perform well, increasing by 11 points.
- However, Socio-economically disadvantaged students and students in the white subgroup are in the yellow range. Students in the Hispanic subgroup are in the orange range. Students with disabilities do not have a color band but decreased significantly. These subgroups will continue to be a focus for support and interventions.

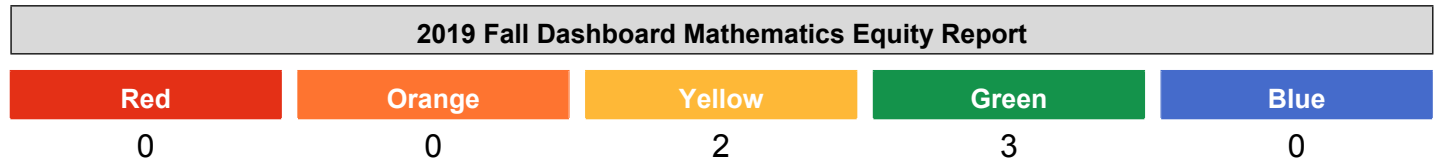
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 17.3 points above standard Declined -3 points 233	English Learners  Green 29.7 points above standard Increased ++6 points 116	Foster Youth
Homeless  No Performance Color 11.3 points below standard Declined Significantly -49 points 13	Socioeconomically Disadvantaged  Green 0.2 points above standard Declined -4.8 points 128	Students with Disabilities  No Performance Color 103.7 points below standard Declined Significantly -21.2 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.7 points above standard Declined -3.3 points 132	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.4 points below standard Maintained -1.3 points 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 2.9 points below standard Declined -3.2 points 37

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
26.7 points below standard Increased ++5.7 points 46	66.8 points above standard Increased Significantly ++15.9 points 70	4.6 points above standard Declined -11 points 114

Conclusions based on this data:

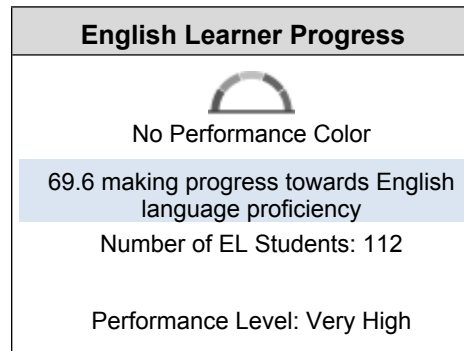
1. All students in grades 3-5 performed in the Green range, including socioeconomically disadvantaged and English Learners..
2. Students with disabilities declined significantly.
3. Homeless students declined significantly.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	20	17	61

Conclusions based on this data:

- English language learners performed at a very high level, though there is no performance color.
- 69.6% of all English language learners are making progress toward English language proficiency. English learners will continue to be a focus for support, including designated ELD daily.
- 61 English language learners increased at least one level, while 14 decreased one level.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 6.1 Increased +1.2 472	English Learners  Yellow 4.2 Increased +2.5 167	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  Orange 12.5 Increased +3.4 40	Socioeconomically Disadvantaged  Orange 7.1 Increased +0.7 266	Students with Disabilities  Red 23.8 Increased +8.4 63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Yellow 3 Increased +1.6 265	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Green 7.1 Declined -0.5 112	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange 15.6 Increased +4.3 77

Conclusions based on this data:

1. School-wide, All chronically absent students were in the orange range. Increasing to yellow or green will be a focus this year.
2. Students with disabilities were in the red range, while socioeconomically disadvantaged, white, and homeless students performed in the orange range.
3. English learners and Hispanic students were less chronically absent than the general school population.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A

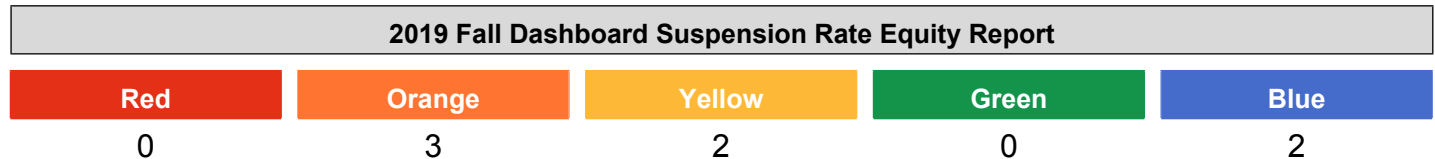
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.6 Maintained +0.2 479	English Learners  Yellow 0.6 Increased +0.6 168	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  Orange 2.5 Increased +2.5 40	Socioeconomically Disadvantaged  Orange 1.1 Increased +0.8 270	Students with Disabilities  Yellow 1.5 Maintained 0 66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Blue 0.4 Maintained 0 266	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Orange 1.7 Increased +0.9 115	Two or More Races  No Performance Color 0 Maintained 0 11	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  Blue 0 Maintained 0 79

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.6

Conclusions based on this data:

1. For the entire school: 0.6% of the students were suspended at least once. This is an increase of 0.2 percent.
2. English Learners are in the yellow range.
3. 1.1% of the students in the socioeconomically disadvantaged category were suspended at least once which is an increase of 0.8% and resulted in the orange range.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive effective standards-based instruction in English Language Arts and demonstrate academic growth annually as measured by District assessments (formative, benchmarks, multiple measures) and state assessments.

Goal 1

All students and subgroups will maintain their green status or increase to the blue level, or increase one or more levels.

Identified Need

All students performed in the green range. All subgroups will receive continued support including students with disabilities, socioeconomically disadvantaged, and English language learners to reach green status or improve to blue status.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal screener data: DIBELS Composite Score	DIBELS Next Composite Score: K- 88% 1st- 61% 2nd- 84% 3rd- 78% 4th- 76% 5th- 66%	DIBELS Next Composite Score: K- 93% 1st- 66% 2nd- 89% 3rd- 83% 4th- 81% 5th- 71%
Smarter Balanced Assessment, gr. 3-5	Spring 2019 ELA assessment percent proficient: 3rd- 52% 4th- 53% 5th- 72%	Spring 2020 ELA assessment percent proficient: 3rd- 57% 4th- 58% 5th- 77%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase supplemental student and teacher technology to help facilitate and support instruction, learning, and student outcomes including chrome books and laptops (i.e. writing continuum, RI, ST

Math, Reflex Math, Wonders Intervention, etc.) so that applications are used to enhance learning and monitor student progress individually in order to increase achievement levels in reading comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

90,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Students will engage in OVSD Signature Practices: Close and Critical Reading strategies using ongoing systematic and explicit instruction in order to access grade level content and increase comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will receive standards based instruction using the Wonders Curriculum so that core instruction is provided to all and students needing extra instructional supports will receive core plus more in order to comprehend grade level text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will implement strategies from Write From the Beginning, Thinking Maps, Depth and Complexity, and other district signature practices so that students are able to communicate effectively, read, comprehend, analyze and respond to grade level text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners.

Strategy/Activity

English learners will continue to be provided designated English Language Development instruction at their proficiency level at least 30 minutes per day so that student proficiency and redesignation rates continue to increase.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

32,000.00

Source(s)

Title III

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Hispanic, SED, White, and students with disabilities.

Strategy/Activity

Students will be supported with Tier II academic supports and monitoring including the use of the Foundational Skills Toolkit so student skill deficits will be corrected and students can access and comprehend grade level text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will participate in data review days to review progress and plan instruction and interventions so that students receive targeted instruction based on specific needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3,750.00

Source(s)

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue to provide Instructional Assistant Bilingual, Instructional Assistant EL, and Parent Liaison Instructional Assistant Bilingual support to assist with meeting proficiency standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

14,575.67

Source(s)

Title III

21,914.91

LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

N/A

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive effective standards-based instruction in Math and demonstrate academic growth annually as measured by District assessments (formative, benchmarks, multiple measures) and state assessments.

Goal 2

All students and all subgroups will maintain their Green Status, improve to a Blue status, or increase one level as measured by the CA Dashboard.

Identified Need

School-wide, overall all students are performing at green, so the focus will be Tier I instruction and interventions based upon need. Students with disabilities, English language learners, socioeconomically disadvantaged students, and homeless students will continue to be an area of focus through interventions and designated English language support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA 3-5	SBA Spring 2019 percent proficient 3rd-78% 4th- 63.5% 5th- 72%	SBA Spring 2020 percent proficient 3rd- 83% 4th- 69% 5th- 77%
ST Math Syllabus Progress	December 2019 Syllabus Progress TK- 35% 1st- 12% 2nd- 25% 3rd- 13% 4th- 9% 5th- 28%	June 2020 Syllabus Progress: TK-5th all grades will have 90% syllabus completion
Reflex Math Fluency	September 2019 Fluency: 1st- 6% 2nd- 14% 3rd- 17% 4th- 24.8% 5th- 33.8%	June 2020 Fluency: All grades will attain 80% or better fluency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will provide standards based instruction using the My Math curriculum and supplemental resources in whole class and small group settings to provide appropriate instructional supports and access of grade level content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase and utilize research based math fluency and problem solving technology programs: ST Math and Reflex Math, so that students have instructional supports to build grade level math content and and basic computation in order to progress as expected.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

6,000.00

Source(s)

Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English learners and at-risk students will achieve in mathematics through the effective use of differentiated instruction, an EL instructional assistant and bilingual instructional assistant support. Funding noted in SPSA Goal 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

Title III

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in data review days to review progress and plan instruction and interventions specific to math so that students get appropriate instructional supports and increase achievement. Funding source noted in SPSA Goal 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase additional technology (chrome books) to allow access to researched based skill strengthening and intervention programs such as ST math and Reflex Math to enhance learning. Funding noted in SPSA goal 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0.00

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, SED, and students with disabilities

Strategy/Activity

Instructional Assistant Bilingual, Instructional Assistant EL, and Parent Liaison Instructional Assistant Bilingual will provide support to help meet the needs of all identified English Learners, SED, and students with disabilities. See Goal 1 Funding Source

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

N/A

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ocean View School District will continue to increase methods of communicating and engaging students, employees, parents, the community and business partners to both provide information and seek input.

Goal 3

Star View will increase engagement and communication opportunities for all stakeholders.

Identified Need

Based upon results from the Title I Survey, Star View will continue to provide opportunities for stakeholder engagement and clearly communicate school and OVSD information to families while also seeking input.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I parent survey	100 % of Star View families feel welcome at Star View. 97% of all families feel the school values their input on priorities and goals.	100% of all families will feel welcome at Star View. 100% of all families will feel the school values their input on priorities and goals.
PTO Board- Create a full PTO executive council.	1 member	7-10 executive council members.
BTSN and Open House sign-in sheets.	66.4% of all families attended BTSN in September 2019.	75% of all families will attend Open House in the spring of 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build and expand a School PTO to provide leadership, curriculum enrichment, and represent students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0.00	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hold SSC/ELAC meetings 4-6 times per year to ensure participation in decision making, develop, review and approve plan for achievement (SPSA) and Ed Code and funding compliance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0.00	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Perform grade level or classroom plays for families at night to build family engagement and enhance student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host a school carnival for students and families to strengthen student and families after school hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,000.00

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host and advertise a Tet cultural celebration and demonstration so that student and family connections increase.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

200.00

Source(s)

Donations

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hold parent education night events after seeking input from PTO and SSC. Consider guest speakers or other event to educate parents and provide tools and knowledge to support the students. LCAP 3.2 (b)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3,000.00

Source(s)

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The principal and staff will regularly communicate with families via Aeries Emails, handouts, and the school website and calendar information regarding school events and activities. Translated communication will be provided in students' home language to better involve parents in their child's learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

N/A

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Star View will develop systems to support overall physical safety, student engagement and the social emotional needs of the students.

Identified Need

The CA school dashboard denotes that Star View can improve in its support of chronic absenteeism. Furthermore, OVSD and Star View are committed to supporting the social and emotional well being of the students in an effort to improve school climate and reduce suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office referrals (minors) will be monitored and reviewed.	September/October 2019 minors school-wide: 74	May/June 2020: 50 or fewer Minor infractions.
CA Dashboard: Chronic Absenteeism	CA Dashboard: Chronic absenteeism for 2018-19: Orange	CA Dashboard Chronic absenteeism for 2019-20 will increase one level to yellow.
CA Dashboard: Suspensions	CA Dashboard: Suspensions for 2018-19 Green (EL: Yellow)	CA Dashboard Suspensions for 2019-20 will increase to Blue

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in character counts education and reinforcement including assemblies recognizing students displaying positive character traits so that students will learn positive character traits leading to improved school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Star View's PBIS team will define and communicate school wide and classroom expected behaviors and utilize data to provide supports to students as indicated so that students understand expected behaviors in classrooms and across the school and participate in creating a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

The office staff will track chronic absenteeism data and contact parents to document reasons for absence, problem solve and increase student attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

chronically absent and tardy students

Strategy/Activity

The principal will hold SART meetings, work with parents to discuss attendance concerns, and will discuss chronic absences and tardies with staff to determine supports and strategies to reduce student chronic absenteeism and tardies so that students are attending school and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Principal and Staff will review emergency protocols and conduct disaster drills monthly with all students so that students feel safe at school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will implement social emotional strategies in their classrooms so that students experience a positive classroom climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0.00	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Anti-bullying assemblies will be used to deliver anti-bullying information and tools in an engaging fashion to the students in order to promote a positive school climate for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

N/A

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

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$173,440.58

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$6,000.00
Title I Part A: Allocation	\$90,000.00
Title III	\$46,575.67

Subtotal of additional federal funds included for this school: \$142,575.67

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	\$0.00
Donations	\$200.00
LCFF	\$28,664.91
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$2,000.00

Subtotal of state or local funds included for this school: \$30,864.91

Total of federal, state, and/or local funds for this school: \$173,440.58

School Site Council Membership

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

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

Name of Members	Role
Leslie Flores	Classroom Teacher
Katelyn Clayton	Classroom Teacher
Kellie Kilpatrick	Classroom Teacher
Jessica Andrews	Other School Staff
Paul Kraft	Principal
Mailinh Luong	Parent or Community Member
Eveline Hong	Parent or Community Member
Edward Medina	Parent or Community Member
Linda Diep	Parent or Community Member
Kevin Cutler	Parent or Community Member

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

Recommendations and Assurances

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

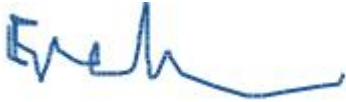
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11.05.19.

Attested:



Principal, Paul Kraft on 11/5/2019



SSC Chairperson, Kevin Cutler on 11/5/2019

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to 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 designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name



English Learner Advisory Committee

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

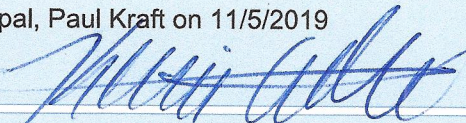
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11.05.19.

Attested:

Principal, Paul Kraft on 11/5/2019



SSC Chairperson, Kevin Cutler on 11/5/2019