



School Plan for Student Achievement (SPSA) Template

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
Park View Elementary School	39686500108035	3/18/2025	4/7/2025

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

N/A

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.

The Park View achievement plan is tied to student success because it focuses on improving learning conditions for all students through strong teacher training, hiring, and retention. It is based on innovative and researched based professional development aimed at serving all students, effective academic programming, strong communication with parental involvement opportunities, and services tied to serving the needs of the whole child. The school site and district take input from all educational partners, needs assessments, surveys, CAASPP scores, the California Dashboard, and more. From this information, needs are summarized, goals created, and plans developed. School plans are written to align with the Local Control Accountability Plan (LCAP) and federal addendum. All plans support the eight state priorities.

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).

Survey data from staff, students, and parents is evaluated annually by the team. Goals for student learning opportunities are developed through this process along with setting goals for the Single Plan for Student Achievement.

Classroom Observations

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

Formal classroom observations are conducted in accordance with Ripon Unified District Teacher Association contract which included 4 times per year for probationary teachers and two times per year for permanent status teachers during their evaluation year cycle. Informal classroom observations take place each week across all grade levels. The formal and informal classroom observations highlight the need for a continued focus on the development of designated and integrated ELD instruction in all classrooms. While content objectives are consistently in place, there is a need for consistent language objectives as well.

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)

Assessments are used to regularly analyze and assess student performance both on State Standardized tests and on local assessments. The scores are shared with the staff and student groups are targeted for needed support. In addition, benchmark assessments are regularly administered to serve as interim assessments to modify instruction based on student needs. These are used to assess student progress towards the standards and to serve as a guide for reteaching standards that were not mastered.

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

Aimsweb, Star Enterprise and IXL will be used for student progress monitoring with the intent of adjusting instruction to meet the needs of our students. District Benchmarks are used four times a year to assess student progress toward meeting grade level standards. Grade level and/or grade span meetings are held to review student progress and make adjustments to instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements.

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

RUSD teachers previously received instructional materials and professional development provided by a knowledgeable and experienced provider for the SBE-adopted basic core mathematics and Reading Language Arts programs. Teachers were provided with professional development, received materials from a knowledgeable for SBE adopted core curriculum in AMPLIFY Science. Staff received professional development from a GOOGLE certified trainer in the use of google apps within the classroom. Teachers continue to attend conferences/workshops in CCSS math, Tier II and Tier intervention services, AIMSWEB, READ 180, Technology, IXL, and ELA instructional strategies. Extensive training is provided with each new adoption.

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

Staff development is focused on research based delivery strategies, and include specific strategies such as Restorative Practices, and Thinking Maps. Student performance is assessed through benchmark assessments, is evaluated and instruction is adjusted to meet the needs of students. Staff submit their annual individual professional development plan, which aligned to district, site, and personal goals. Professional development is tailored to address these goals. All staff development is focused and aligns with the LCAP goals and priorities. All professional development is focused on improving student outcomes.

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

Principals observe classroom lessons and provide feedback and guidance for improving instruction. Site cluster meetings and district grade level meetings and trainings offer opportunities for teachers to share and learn from each other. The elementary sites use benchmark data and formative assessments managed through Aimsweb and Star Enterprise, in order to monitor instruction so that we can improve the success of all students. Mentors are provided for all teachers involved in the induction process.

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

TK-8 teachers meet for grade level collaboration and/or site meetings designed to be professional learning communities. During these and Student Data Review Team (SDRT) meetings teachers review benchmark assessment data and look for overall trends in student learning. Teachers have the opportunity to learn from each other through collaboration. Teacher leaders are developed through training and participation in Thinking Maps, Write From the Beginning and Beyond (WFTBB), ELD work, district writing benchmark collaboration, tech cadre, and MTSS committee. Teachers share/train site peers in development of strategies and curriculum in the targeted cadre areas. Regular staff meetings also include professional development on site specific matters.

Teaching and Learning

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

The focus of Ripon Unified School District's vision is to increase student achievement. All students receive curriculum and instruction aligned to CCSS. All students receive curriculum, instruction and materials from programs and/or strategies shown to increase student achievement. Students who do not meet standards at their grade level will be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement. Plans are designed to address the student's area of need in order to meet state standards. Grades K-5 used a standardized report card. Grades 6-8 use letter grades in subject areas using an online grading program. Parents have access to student grades in "real" time.

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

California Department of Education recommended instructional minutes for core instruction in Reading and Language Arts:

- Transitional Kindergarten and Kindergarten: 60 minutes
- Grades one through three: 2.5 hours
- Grades four through six: 2.0 hours
- Grades seven through eight: 1 to 2 hours

All students receive at least the daily instructional minutes recommended by the CDE in the area of Reading/Language Arts.

California Department of Education recommended instructional minutes for core instruction in Mathematics:

- Transitional Kindergarten and Kindergarten: 30 minutes
- Grades one through six: 60 minutes
- Grades seven through eight: 50-60 minutes

All students receive at least the daily instructional minutes recommended by the CDE in the area of Mathematics.

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

During grade level meetings, Student Data Review Team meetings, Student Study Team meetings, and regular progress monitoring teachers develop and collaborate concerning the pacing in all subject areas. During this time they adjust to fit reteaching and best practices. During grade level meetings, Student Data Review Team Meetings, and regular progress monitoring, teachers discuss grade level standards, build mini lessons for (WFTBB) and student progress towards meeting the standards. Interventions for students with gaps are implemented as needed and progress is monitored on a regular basis. For students in the Response to Intervention program, student progress is monitored every two weeks.

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

Ripon Unified School District utilizes curriculum from state approved lists. Standards based materials are used by teachers to supplement and enhance curriculum. Aimsweb, Star Enterprise and CAASPP assessments are used and aligned with the new CCSS. Common Assessments are embedded in all State approved adoptions and the curriculum. State Standards are addressed throughout the textbooks and curriculum. Student self-assessment is built into all curricular areas. Parents receive copies of the new Common Core Standards at Parent Teacher conferences or Back-to-School Night. Students are made aware of the standards they are expected to master in the classrooms through textbooks, posters, handbooks and their teachers. .

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

K-5 teachers use McGraw Hill's "Wonders" reading program for core instruction in English Language Arts (ELA). In grades 6-8, the ELA program is McGraw Hill's "Study Sync". TK has Frog Street for language, math, social studies and science. My Math is the core math program used in grades K-2 and Math in Focus is the core math program for grades 3-8. Intervention materials include READ 180, Math 180, System 44, Transformations.

Opportunity and Equal Educational Access

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

- Our schools have a Response to Intervention and Learning Center program that works to monitor all students and provide intervention when necessary. The goal is always to assist under-performing students in meeting the California Common Core State Standards and keep them at grade level.
- The Student Study Team meets regularly (monthly) to review individual student performance levels and make recommendations for student success.
- The Student Data Review Team meets twice yearly to address the needs of students in all areas.

- All teachers receive training on evidence-based practices to enhance learning. PLC, effect sizes, and sound instructional pedagogy. (Patterson, Grenny, McMillan, and Switzer 2002 state that teacher time spent in training and shared knowledge results in faster, more effective, and committed action in the improvement process).
- Differentiated instruction is provided for all students at all grade levels. (In *Raising the Bar and Closing the Gap*, Richard DuFour states that specific and detailed plans that engage the staff create far more ownership and commitment leading to core student success)
- Accelerated Reader and Star Enterprise Reading are available in grades 2-8. (Research has shown that students who read more, especially recreationally, do better on measures of reading comprehension and vocabulary (Anderson, Wilson, & Fielding, 1988; Cipielewski & Stanovich, 1992; Cunningham & Stanovich, 1990). In grades 2-8, the Accelerated Reading Program is available to monitor and assess student growth in reading fluency and basic comprehension. AR results are available to parents online. (Postlethwaite and Ross (1992) found that parental involvement was the most significant predictor of student reading achievement in their worldwide survey of literacy development in Grades 2 and 8.)
- In grades TK-3, students participate in tier 2 and 3 interventions, Aimsweb is used for assessing and planning to modify instruction. (LeZotte, 1991 states the most authentic way to access the degree to which expectations characterize a school is to examine and develop interventions when some students do not appear to learn).
- In grades 3-8, the Renaissance Learning Enterprise version of Accelerated Reader, Star Reading, and Star Math Programs monitors and assesses student growth.
- Star Reading and Star Math tests are administered a minimum of 4 times per year and will be used to monitor student growth.
- Teachers in grades TK-8 continue participating in staff development to improve skills in best practices, checking for understanding, essential questions, immediate feedback, goal setting, choice and voice, rigor, relevance, relationships, UDL, academic discourse, critical thinking, communication, creativity, Depth of Knowledge, other teaching strategies, data dis-aggregation, peer collaboration, and other professional learning and community outreach techniques, to improve student achievement and close the achievement gap between all student subgroups. Current areas of focus include training in instructional strategies to support student mastery of the Common Core State Standards, integrating technology as an instructional and professional tool, and using formative assessment data to identify instructional needs of all student groups; ELL, Hispanic, Socio-Economically Disadvantaged, and Special Needs students, to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the total student population. (John Hattie finds that teacher professional development has an effect size of .51, and any effect higher than .40 is deemed effective.)
- Administrators and teachers will continue to participate in data collection and disaggregation. (Kouzes & Posner, 1999: Paters & Austin, 1985 state most effective schools and leaders communicate priorities and what they pay attention to.)
- Technology is integrated into the curriculum through the use of document readers, projectors, student and teacher iPads, educational applications and software, computer lab, whiteboard projection systems, cameras, AR/VR Devices, and the internet. (Fouts, 2000 states that a technologically rich learning environment can increase self-esteem and enthusiasm for learning.
- Students in grades 4-8 participate in enrichment classes to allow for student exploration of interests. (John Hattie state that Creative programs have an effect size of .65, above the .40, deemed effective).
- GLAD strategies are utilized for integrated ELD. Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal is for English Learners to learn the content and academic language used in each lesson. Learning Objectives for ELD lessons come directly from the content standards of the lesson being taught. Tier 1.
- Thinking Maps are utilized within the classroom setting. Hyerle and Yeager explain, "Visualizing our thinking allows the use of the concrete image of abstract thought." Thinking Maps allow the student to organize their information visually. Eric Jansen reports, "80% of all information that comes into the brain is visual. The eyes may register thirty-six thousand visual messages per hour, and 40% of all nerve fibers connected to the brain are linked to the retina. Individuals are more likely to remember visual strategies. Suzanne Perego and Owen Boyle share, " We believe the best strategies for teaching text structures are visual-spatial strategies. Students can transfer their knowledge from one year to the next because Thinking Maps can be used in multiple subjects, grade levels, and at different schools".
- Character Strong is implemented to improve Tier II and Tier III interventions for MTSS.
- Social, Academic, and Emotional Behavior Risk Screener is implemented twice a year to help better determine students' social and emotional needs. The Social, Academic, and Emotional Behavior Risks Screener is an evidenced-based tool that determines student needs and will be used to place students into tiers of service at their level for social-emotional learning. All Levels will include various mental health activities and services.

Parental Engagement

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

- Educational Partner input is received through various meetings. Each meeting includes a review of the school's mission and coming vision, current data on student achievement, attendance, and discipline.
- *The School Site Council (SSC) has ongoing input into school programs. The SSC also obtains and considers the input of the school community. The SSC uses this information to assist in assessing the effectiveness of the school plan.
- The Parent Faculty Club (PFC) supports students' learning by providing financial support to the Accelerated Reader and Star Enterprise Reading. The Parent Faculty Club supports technology to assist under-achieving students, i.e. computer lab funding, classroom computers, and projectors and document readers, and iPads in classrooms. The Parent Faculty Club provides educational field trips at each grade level. Volunteers support informal student needs, classrooms, and technology
- * Free and Reduced lunch is provided for all students.
- * Counseling services are provided within the classrooms and through the referral process with the site counselor.
- Students may participate in the Ripon After-school Program (RAP).
 - The San Joaquin Public Library has made available the local librarian to make classroom visits and/or prepare special class presentations at the local branch of the library. Online homework help is available 24 hours to students through the library.
 - The Lions Club offers financial support to the campus as needed and, in addition, provides glasses and optical exams to children in need.
 - The English Learner's Advisory Committee (ELAC) provides input and support to EL students and programs. ELAC studies available data regarding the academic performance of the students. It assists in assessing the effectiveness of the EL school program and the School Plan for Student Achievement.
 - The third-grade classes participate in AgVenture, a San Joaquin County program in which students learn about local land and make a connection with agriculture.
 - Parents and community members support the school library through the Birthday Book Program.
 - Based on assessment data, students participate in tier 2 and 3 intervention programs in the appropriate Learning Centers to raise their achievement level and move them to grade level.
- *Park View has implemented PBIS school-wide, focusing on proactive rather than reactive interventions for behavior.
- * Park View has implemented an incentive system with parental support for improved and perfect attendance.
- *The plan will be adjusted from stakeholder input as new data becomes available.

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)

Administration meets with site leadership team, student council, School Safety Site Council, English Learner Advisory Committee, Parent Faculty Association, and community stakeholders to review data. These groups meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. All of these groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All stakeholder input is considered, and adjustments are made to site and district plans, as appropriate.

Funding

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

Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to RTI and the Learning Center if they need support beyond the general education classroom. IXL will be implemented along with summer school attendance as supplemental support to fill in learning gaps.

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school contentedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

Educational Partner 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 Park View School Site Council and English Learner Advisory Committee meets 4-5 times throughout the school year to review the effectiveness of the school's academic, social, MTSS, and English Learner programs and how those school programs impact student achievement. Through the data from the state dashboard, surveys, ELPAC, needs assessment review, and PBIS information gained from Aeries, the school site analyzes this data to gather input and feedback to develop site goals. Discussions from these meetings are analyzed to determine how best to provide resources that support the success of all students and staff. Monthly staff meetings are scheduled to review LCAP goals and provide input on the development of the SPSA. Student council provides input on areas of strength and areas of improvement. Principal meets with grade levels and goals are reviewed regularly. Parent Faculty Committee also assists with the development of the SPSA. The school also consults with the district in the development of the SPSA.

Resource Inequities

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

Because of the site's socio-economic status Park View does not qualify for federal funds, and therefore, the amount of intervention personnel that can be provided is limited. A site needs assessment indicates a lack of consistent instructional practices and growth/progress for English learner progress. Teachers have varied approaches across the grade levels, which may indicate inconsistent growth and scores through the grade levels.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	44	44
Grade 1	47	49	45
Grade 2	44	53	49
Grade3	49	47	52
Grade 4	49	51	49
Grade 5	52	50	54
Grade 6	52	49	50
Grade 7	58	52	47
Grade 8	54	59	51
Total Enrollment	452	454	461

Conclusions based on this data:

1. Overall enrollment continues to remain consistent at Park View over the 21-22, and 22-23 school years.
2. The largest class in in grade 5. 8th grade had a slight decrease.
3. TK classes in 22-23 and 23-24 were 22 and 21 students, respectively.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	52	44	49	9.5%	11.5%	10.6%
Fluent English Proficient (FEP)	40	57	50	9.7%	8.8%	10.8%
Reclassified Fluent English Proficient (RFEP)				11.6%		

Conclusions based on this data:

1. At Park View the number of English Learners has remained stable over the past three years.
2. The percent of English Learners has also remained stable over the last three school years.
3. We are missing RFEP information for the last two school years.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	47	53	47	47	53	47	47	53	97.9	100.0	100
Grade 4	50	51	49	50	51	49	50	51	49	100.0	100.0	100
Grade 5	49	49	54	48	49	53	48	49	53	98.0	100.0	98.1
Grade 6	51	49	50	51	49	50	51	49	50	100.0	100.0	100
Grade 7	57	53	47	57	52	47	57	52	47	100.0	98.1	100
Grade 8	55	58	52	55	56	48	55	56	48	100.0	96.6	92.3
All Grades	310	307	305	308	304	300	308	304	300	99.4	99.0	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2459.	2452.	2448.	40.43	48.94	33.96	23.40	12.77	26.42	19.15	17.02	20.75	17.02	21.28	18.87
Grade 4	2525.	2520.	2522.	60.00	47.06	48.98	18.00	19.61	22.45	10.00	17.65	16.33	12.00	15.69	12.24
Grade 5	2563.	2566.	2561.	37.50	46.94	43.40	41.67	32.65	24.53	18.75	12.24	13.21	2.08	8.16	18.87
Grade 6	2589.	2572.	2584.	41.18	28.57	40.00	37.25	40.82	32.00	5.88	20.41	22.00	15.69	10.20	6.00
Grade 7	2613.	2587.	2609.	36.84	25.00	38.30	38.60	40.38	38.30	19.30	17.31	12.77	5.26	17.31	10.64
Grade 8	2642.	2658.	2647.	45.45	41.07	41.67	30.91	50.00	37.50	16.36	5.36	16.67	7.27	3.57	4.17
All Grades	N/A	N/A	N/A	43.51	39.47	41.00	31.82	33.22	30.00	14.94	14.80	17.00	9.74	12.50	12.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.91	27.66	16.98	59.57	53.19	77.36	8.51	19.15	5.66
Grade 4	24.00	29.41	26.53	70.00	66.67	71.43	6.00	3.92	2.04
Grade 5	29.17	28.57	32.08	62.50	65.31	58.49	8.33	6.12	9.43
Grade 6	33.33	30.61	22.00	49.02	61.22	66.00	17.65	8.16	12.00
Grade 7	29.82	34.62	25.53	66.67	50.00	61.70	3.51	15.38	12.77
Grade 8	38.18	35.71	37.50	49.09	53.57	47.92	12.73	10.71	14.58
All Grades	31.17	31.25	26.67	59.42	58.22	64.00	9.42	10.53	9.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.79	34.04	32.08	59.57	48.94	54.72	10.64	17.02	13.21
Grade 4	44.00	29.41	42.86	46.00	56.86	38.78	10.00	13.73	18.37
Grade 5	35.42	36.73	37.74	62.50	57.14	50.94	2.08	6.12	11.32
Grade 6	43.14	32.65	46.00	49.02	55.10	46.00	7.84	12.24	8.00
Grade 7	43.86	30.77	53.19	49.12	53.85	44.68	7.02	15.38	2.13
Grade 8	61.82	57.14	50.00	29.09	41.07	43.75	9.09	1.79	6.25
All Grades	43.51	37.17	43.33	48.70	51.97	46.67	7.79	10.86	10.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.02	19.15	9.43	74.47	74.47	79.25	8.51	6.38	11.32
Grade 4	20.00	21.57	24.49	66.00	72.55	63.27	14.00	5.88	12.24
Grade 5	16.67	32.65	20.75	72.92	67.35	77.36	10.42	0.00	1.89
Grade 6	21.57	14.29	14.00	72.55	79.59	82.00	5.88	6.12	4.00
Grade 7	15.79	19.23	8.51	84.21	73.08	91.49	0.00	7.69	0.00
Grade 8	29.09	37.50	16.67	65.45	60.71	81.25	5.45	1.79	2.08
All Grades	20.13	24.34	15.67	72.73	71.05	79.00	7.14	4.61	5.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.04	23.40	18.87	53.19	57.45	73.58	12.77	19.15	7.55
Grade 4	30.00	29.41	26.53	62.00	58.82	63.27	8.00	11.76	10.20
Grade 5	25.00	34.69	32.08	66.67	57.14	62.26	8.33	8.16	5.66
Grade 6	37.25	28.57	34.00	56.86	65.31	62.00	5.88	6.12	4.00
Grade 7	35.09	32.69	29.79	63.16	53.85	57.45	1.75	13.46	12.77
Grade 8	49.09	50.00	50.00	41.82	46.43	47.92	9.09	3.57	2.08
All Grades	35.39	33.55	31.67	57.14	56.25	61.33	7.47	10.20	7.00

Conclusions based on this data:

1. Park View has maintained an above 98% participation rate over the last three years.
2. In the Overall Achievement for all Students category, Park View students have scored 71% above in the Standard Met/Standard Exceeded categories.
3. In the Reading category, the students who scored Above Standard, decreased by 4.58% percent from 22-23 to 23-24 school years.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	47	53	47	47	53	47	47	53	97.9	100.0	100
Grade 4	50	51	49	50	51	49	50	51	49	100.0	100.0	100
Grade 5	49	49	54	48	49	54	48	49	54	98.0	100.0	100
Grade 6	51	49	50	51	49	50	51	49	50	100.0	100.0	100
Grade 7	57	53	47	57	52	47	57	52	47	100.0	98.1	100
Grade 8	55	59	52	55	56	48	55	56	48	100.0	94.9	92.3
All Grades	310	308	305	308	304	301	308	304	301	99.4	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2468.	2459.	2465.	36.17	31.91	37.74	31.91	36.17	26.42	12.77	17.02	20.75	19.15	14.89	15.09
Grade 4	2525.	2517.	2521.	36.00	35.29	40.82	34.00	27.45	30.61	26.00	23.53	16.33	4.00	13.73	12.24
Grade 5	2536.	2554.	2538.	29.17	36.73	37.04	27.08	32.65	24.07	25.00	18.37	18.52	18.75	12.24	20.37
Grade 6	2583.	2563.	2576.	43.14	28.57	38.00	17.65	28.57	26.00	29.41	20.41	22.00	9.80	22.45	14.00
Grade 7	2608.	2596.	2587.	40.35	42.31	34.04	26.32	25.00	25.53	24.56	13.46	23.40	8.77	19.23	17.02
Grade 8	2632.	2680.	2682.	47.27	66.07	62.50	23.64	16.07	16.67	9.09	16.07	10.42	20.00	1.79	10.42
All Grades	N/A	N/A	N/A	38.96	40.79	41.53	26.62	27.30	24.92	21.10	18.09	18.60	13.31	13.82	14.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.55	40.43	32.08	42.55	40.43	50.94	14.89	19.15	16.98
Grade 4	32.00	25.49	30.61	62.00	58.82	51.02	6.00	15.69	18.37
Grade 5	25.00	30.61	33.33	62.50	57.14	40.74	12.50	12.24	25.93
Grade 6	27.45	16.33	20.00	60.78	61.22	64.00	11.76	22.45	16.00
Grade 7	35.09	40.38	31.91	56.14	38.46	55.32	8.77	21.15	12.77
Grade 8	41.82	48.21	50.00	38.18	44.64	39.58	20.00	7.14	10.42
All Grades	34.09	33.88	32.89	53.57	50.00	50.17	12.34	16.12	16.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.55	34.04	37.74	42.55	51.06	50.94	14.89	14.89	11.32
Grade 4	24.00	35.29	42.86	64.00	50.98	46.94	12.00	13.73	10.20
Grade 5	16.67	26.53	27.78	72.92	69.39	57.41	10.42	4.08	14.81
Grade 6	31.37	22.45	32.00	62.75	69.39	48.00	5.88	8.16	20.00
Grade 7	38.60	30.77	21.28	57.89	63.46	65.96	3.51	5.77	12.77
Grade 8	47.27	53.57	52.08	40.00	44.64	39.58	12.73	1.79	8.33
All Grades	33.77	34.21	35.55	56.49	57.89	51.50	9.74	7.89	12.96

Conclusions based on this data:

1. Park View maintains an over 98% participation rate in state testing.
2. Over the past three years, Park View has maintained an over 65% of students who have met or exceeded the standard in mathematics.
3. Fourth grade increased their math scores in the Standard Me/Exceeded category by 8.69% from 22-23 to 23-24. Seventh grade saw a 7.74 decrease in math scores in the Standard Met/Exceeded category from 22-23 to 23-24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	5	8	7
1	*	*	*	*	*	*	*	*	*	6	4	7
2	*	*	*	*	*	*	*	*	*	4	7	4
3	*	*	*	*	*	*	*	*	*	6	*	4
4	*	*	*	*	*	*	*	*	*	7	7	*
5	*	*	*	*	*	*	*	*	*	*	5	6
6	*	*	*	*	*	*	*	*	*	4	*	4
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	6	*	*
All Grades										44	42	38

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.55	11.90	36.84	38.64	57.14	50.00	29.55	30.95	13.16	2.27	0.00	0.00	44	42	38

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.55	23.81	71.05	47.73	57.14	23.68	20.45	19.05	5.26	2.27	0.00	0.00	44	42	38

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	7.14	26.32	38.64	35.71	39.47	31.82	45.24	28.95	6.82	11.90	5.26	44	42	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	26.19	50.00	43.18	71.43	50.00	6.82	2.38	0.00	44	42	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	38.10	71.05	68.18	50.00	26.32	6.82	11.90	2.63	44	42	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.55	14.29	15.79	50.00	61.90	71.05	20.45	23.81	13.16	44	42	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	30.95	34.21	61.36	59.52	65.79	2.27	9.52	0.00	44	42	38

Conclusions based on this data:

1. In the overall language domain, students who scored level 3 grew by 24.94% from the 22-23 to the 23-24 school years.
2. The percentage of students who scored Level 4 in the Oral Language domain grew from 23.81 to 71.05 between 22-23 and 23-24. This is a 47.24% increase.
3. Student's who scored in the Well Developed range in the Speaking Domain grew by 32.95% between the 22-23 and 23-24 school years.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	16.9%	10.6%	0.0%
Total Number of Students enrolled in Park View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	10.6%
Foster Youth	0	0.0%
Homeless	8	1.7%
Socioeconomically Disadvantaged	78	16.9%
Students with Disabilities	45	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	2	0.4%
Asian	97	21%
Filipino	9	2%
Hispanic	129	28%
Two or More Races	25	5.4%
Pacific Islander	0	0.0%
White	189	41%

Conclusions based on this data:

1. The number of socio economically disadvantaged students decreased by 18 over the previous year.

2. The White student group decreased by 2% over the previous year. The Asian student group increased by the same percentage.
3. Students with disabilities increased by 10 over the previous year.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Park View students performed in the Blue and Green areas in ELA and Math respectively. These performance indicators have remained consistent over the past two school years.
2. Suspension Rate, English Learner Progress and Chronic Absenteeism are all in the blue.

3. Chronic Absenteeism improved from yellow to green and Suspension rate from Orange to Blue from the 22-23 to the 23-24 school year.

School and Student Performance Data

Academic Performance English Language Arts

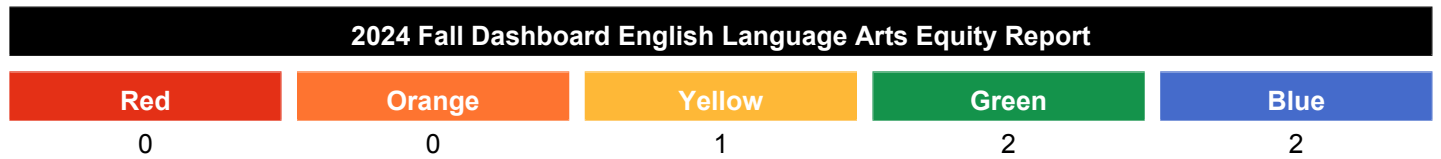
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>51.9 points above standard</div> <div>Maintained 1.7 points</div> <div>298 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>14.6 points above standard</div> <div>Increased 13.6 points</div> <div>49 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>7.5 points above standard</div> <div>Maintained 0.5 points</div> <div>63 Students</div>

Students with Disabilities  No Performance Color 36.3 points below standard Maintained 1.2 points 33 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Blue 90.0 points above standard Maintained 2.8 points 63 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Blue 37.9 points above standard Increased 17.2 points 87 Students
Two or More Races  No Performance Color 8.6 points above standard 14 Students	Pacific Islander  No Performance Color 0 Students	White  Green 45.2 points above standard Declined 12.8 points 119 Students

Conclusions based on this data:

1. Overall student performance maintained over the previous year.
2. Performance by the White student group declined by 12.8 points.
3. English Learners, Socioeconomically Disadvantaged, Asian, and Hispanic student groups all maintained or increased their performance.

School and Student Performance Data

Academic Performance Mathematics

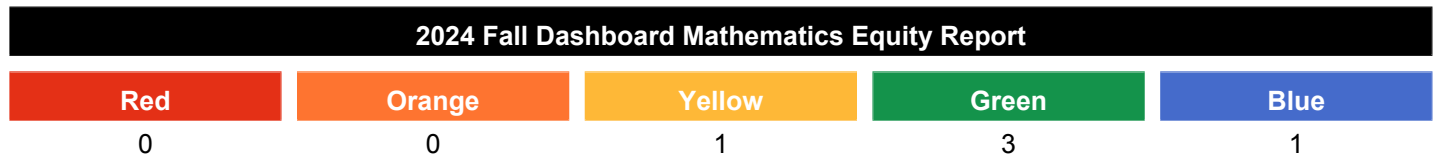
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>35.5 points above standard</div> <div>Declined 4.6 points</div> <div>299 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>2.4 points below standard</div> <div>Increased 8.3 points</div> <div>49 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>7.9 points below standard</div> <div>Declined 6.0 points</div> <div>63 Students</div>

Students with Disabilities  No Performance Color 62.2 points below standard Declined 33.6 points 33 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Blue 81.7 points above standard Increased 5.7 points 63 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Green 5.6 points above standard Maintained 0.4 points 87 Students
Two or More Races  No Performance Color 11.0 points above standard 14 Students	Pacific Islander  No Performance Color 0 Students	White  Green 35.4 points above standard Declined 10.1 points 120 Students

Conclusions based on this data:

1. Overall, students at Park View declined in math performance compared to the 22-23 school year.
2. English Learners, Asian, Hispanic student groups all increased or maintained performance over the 22-23 school year.
3. Socioeconomically Disadvantaged and White student groups both declined.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
61.3% making progress.	making progress.
Number Students: 31 Students	Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.9%	25.8%	0%	61.3%

Conclusions based on this data:

- Overall, the English Learners made progress with 61.3% of students making progress toward English Language Proficiency.
- 61% of English Learners progressed at least one ELPI level.
- 12.9% of English Learners decreased one ELPI Level.

School and Student Performance Data

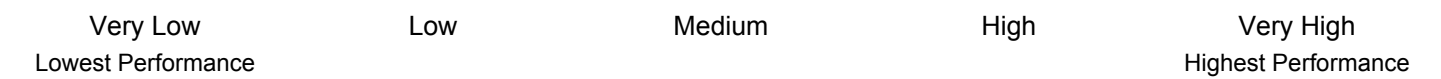
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>4.3% Chronically Absent</div> <div>Declined 4.2</div> <div>466 Students</div>	<div>English Learners</div> <div> Blue</div> <div>2% Chronically Absent</div> <div>Declined 1.6</div> <div>49 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>5.6% Chronically Absent</div> <div>Declined 8.7</div> <div>107 Students</div>

Students with Disabilities  Green 7.9% Chronically Absent Declined 4.1 63 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 3.1% Chronically Absent Declined 3.6 97 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Green 7.7% Chronically Absent Declined 3.7 130 Students
Two or More Races  No Performance Color 5.6% Chronically Absent Declined 6 36 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 2.6% Chronically Absent Declined 4.5 191 Students

Conclusions based on this data:

1. Overall All Students declined chronic absenteeism rates by 4.2%.
2. Hispanic and English Learners decreased by 1.6% and 3.7%, respectively. These student groups were a focus last year.
3. Students in the Socioeconomically Disadvantaged, Student with Disabilities, Asian and Hispanic student groups have all declined in chronic absenteeism but remain in the green category.

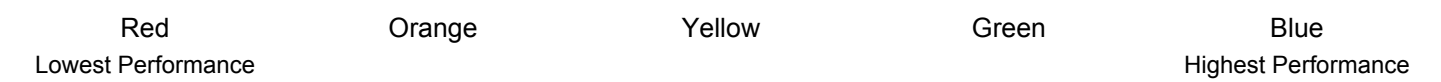
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

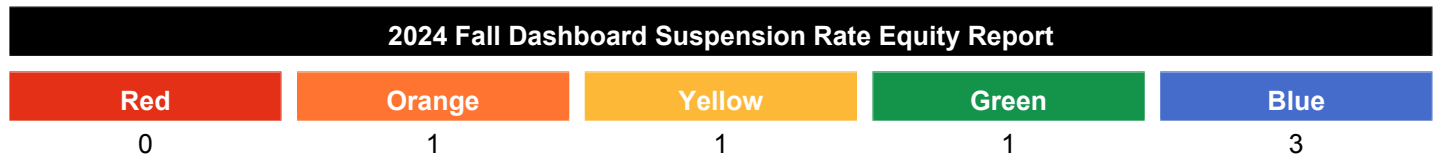
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.4% suspended at least one day</div> <div>Declined 0.7%</div> <div>474 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>2% suspended at least one day</div> <div>Increased 2%</div> <div>49 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>0.9% suspended at least one day</div> <div>Maintained 0%</div> <div>108 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 1.9% 63 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Yellow 1% suspended at least one day Increased 1% 99 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 133 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 3.8% 36 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.5% suspended at least one day Declined 1.5% 193 Students

Conclusions based on this data:

1. Students in the English Learners, and Asian student groups increased in suspension rate.
2. Students in the Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White student groups either maintained or declined in suspension rate.
3. English Learners and Asian students are in the orange and yellow categories, respectively.

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

Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready through CTE pathways. Provide access to a broad curriculum based on Common Core State Standards (CCSS) by engaging students through effective instructional strategies.

Goal 1

In accordance with the Ripon Unified School District (RUSD) LCAP goal 1: Park View students will improve overall ELA & Math performance as measured by overall percentage of students that have met or exceeded standards in the CAASPP accountability system.

Identified Need

To continue to improve language arts and math skills. This will be demonstrated by increasing the number of students scoring in the standards met or standards exceeded categories on the CAASPP. Evidence from 2023 state testing shows a need to focus on socio-economically disadvantaged and English Learner students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores	In 2023, the baseline performance of all third through eighth graders was 72.69% in ELA. For Math, 68.09% of students scored in the Meets or Exceeds standards category. In 2024, the actual outcome performance of all third through eighth-grade students was 71% in ELA. For math, 66.45% of students scored in the standard met/exceeded range.	In 2025 the expected outcome is a 2% recovery in ELA and Math for the students who score in the Standards Met/Exceeded categories.

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)

English Learners, Socioeconomically Disadvantaged and Hispanic student groups will be supported by these activities, through teacher learning and applying gained knowledge.

Strategy/Activity

Teachers will participate in staff development as they continue to become proficient in CCSS in the areas of ELA, Math, Science, and English Language Development Teacher will support their Tier 1

instruction by using strategies from from Write From the Beginning and Beyond, and Thinking Maps. Research by Weiss and Palsey state ongoing intensive professional development that focuses on teacher planning and instruction has a greater chance of influencing teaching practices and in turn raising student achievement. John Hattie's research indicates that professional development has an overall effect size of .51 which is above the .40 or higher deemed to be effective.

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)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student groups will be supported through these activities, through teacher learning and applying knowledge.

Strategy/Activity

Enrichment programs will be developed for the site by grade levels and/or grade spans, including at least two STEAM components (Science, Technology, Engineering, Art & Math). Enrichment courses include art instruction for one trimester per grade span, and foreign language classes, in addition to hiring Art teachers utilizing grant funding. Funding sources include Prop 28 (\$54,905 is the total funding allocated to Park View. \$43,924 is allocated for Art/Music salaries which is 80% of the grant and the remainder of \$10,981 is allocated for supplies). An additional \$10,000.00 is allocated from the Learning Recovery Emergency Block Grant for supplies and/or programs that support STEAM. Additional funds may be added as carryover funds become available. General Tutoring will be offered to students needing help in ELA or Math throughout the school year.

John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed effective.

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)

10,000

Learning Recovery

43,924

Proposition 28

10,981

Proposition 28

5,000

Learning Recovery

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student groups will be supported through these activities, through teacher learning and applying knowledge

Strategy/Activity

District writing benchmarks and rubrics for all grade levels are being implemented. Rubrics were written with ELD and Grade level standards to align with CAASPP expectations. Hattie shows that involvement in writing programs has an effect size of .44. Any strategy above a .40 evidence or higher is deemed effective. Hamadouché states that developing writing skills by increasing learners' awareness of the writing process involves dealing with students and teachers being aware of the writing process, stages, and not just accurate use of vocabulary and grammar. The well-defined writing process allows students a better idea of what to write, how to write, and the techniques need to have well-developed writing. The study shows that through the development of a writing program, better writing was evident, and problems could be avoided through effective production.

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)

All Student groups will be supported through these activities, through teacher learning and applying knowledge

Strategy/Activity

Teachers will utilize Thinking Maps" in all areas of instruction. In his publication "What Works in Classroom Instruction," Robert Marzano identified nine instructional strategies that have the greatest potential for positively affecting student learning. This information was based on a meta-analysis of research from over 100 studies on classroom instruction. Marzano's research suggests that common instructional conventions—such as summarizing, identifying similarities and differences, using nonlinguistic representations, and generating and testing hypotheses—can strongly influence student achievement.

By using Thinking Maps, teachers can take many of the strategies Marzano identified and use them consistently across content areas and grade levels, thereby helping students build fluency in their usage. Further studies will indicate graphic organizers or visual teaching tools for "helping younger students with the process of building conceptual understanding of content and promoting achievement" (Abi-El-Mona & Adb-Khalick, 2008, p.298) have been reported to positively affect students' achievement (e.g., Leary, 1999; López, 2011; Holzman, 2004). Thinking Maps have also been found to foster life-long learning, provide learners with the skills to be "successful thinkers, problem solvers, [and] decision makers" (Hyerle, 2004, p.2), and help them improve through interaction with other learners (Hyerle, 1993; Oakley, 2004). John Hattie shows that engagement in creative programs for achievement have an effect size of .65 any program deemed above .40 or higher as being effective.

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: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

2024-25 strategies and actions in ELA and Math included Professional development with in Math, Thinking Maps, Write from The Beginning, Micro Teaching and Instructional Norms, RTI services, and grade level meetings to discuss benchmark data, artist in the classroom, writing development, and after school tutoring. Student Data Review Teams also allow faculty to discuss student progress and intervention implementation for those not making grade-level progress in Tier 1. This was determined and observed to be effective through teacher observations, classroom walkthroughs, and grade-level meetings. The goal and actions to be carried over for the 2025-26 school year.

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

There are no major differences between the intended and budgeted expenditures.

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

The goal and actions will remain similar to 2024-25

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

Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. Stakeholders are involved in strengthening learning environments that are safe, effective, and engaging. Universal Design for Learning (UDL) is provided to engage, and meet individual needs and challenge all students.

Goal 2

Through further development of a Multi-Tiered System of Supports MTSS Park View Elementary will continue to develop MTSS systems for Tier II and Tier III interventions and expand on the PBIS system of supports in order to accelerate the academic growth of all learners. Stakeholders are involved in strengthening learning environments that are safe, respectful, and responsible.

Identified Need

Decrease suspensions and chronic absenteeism rates.
Continue to build positive school culture through assemblies, PBIS, and MTSS supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (Dashboard)	<p>Baseline: 2022-23 Chronically Absent by Student Groups English Learners: 3.6% (declined -8.9) Hispanic: 11.4% (declined -4.4) Socioeconomically Disadvantaged: 14.3% (declined -1.2)</p> <p>Outcome: 2023-24 Chronically Absent by Student Groups English Learners: Hispanic: 7.7% chronically absent (decline 3.7%) Socioeconomically disadvantaged: 5.6% (declined 8.7%)</p>	<p>In 2024-25 continue to improve student engagement, and involvement to lead to improved attendance rates for English Learners, Hispanic students, and Socioeconomically Disadvantaged groups will decrease overall by 2%.</p>

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)

Park View students to be served by this strategy are identified as having excess absences and need support beyond Tier I in academic, social, and emotional aspects of the students.

Strategy/Activity

Streamline SST/SDRT process to include K-8 at-risk students, for academic support, social/emotional, and behavioral support. John Hattie states that Response to Intervention has an effect size of 1.07 and early intervention has an effect size of .48. Both deemed above the needed .40 to be effective.

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 Park View students are to be served by this strategy.

Strategy/Activity

Park View students will participate in Response to Intervention Program consistent across the District. Teachers will use data from STAR Reading and Math Enterprise, AimsWeb, and IXL to track student progress in mastery of Common Core State Standards and to identify and provide Tier 1, Tier 2 or Tier 3 intervention, as indicated by results. John Hattie shows that RTI has an effect size of 1.07 which is higher than the .40 deemed for an effect to be effective.

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 Park View students are to be served by this strategy.

Strategy/Activity

Twice per month recognition and student incentive systems will be implemented with fidelity across the school to ensure that students are safe, respectful and responsible. (Good (1987) states that teacher recognition of students found low achieving students receive less feedback, have fewer interactions with others, and feel less accepted within the school setting students that do receive attention, contact, and more frequent interactions are more frequently sustained and growth producing positive attention is gold.)

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)

Student groups that are not meeting or exceeding standards will be served by this strategy.

Strategy/Activity

Identify students who are chronically absent, meet with their family and teacher to set goals for improvement with rewards when goals are met.

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 Park View students are to be served by this strategy

Strategy/Activity

Character Strong/Purposeful People, and Restorative circles, are being implemented and occur on a bi-weekly basis. John Hattie's research shows that student -teacher relationships has an effect size of .72, peer influence an effect size of .53, and early interventions at .47.

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 Park View students are to be served by this strategy

Strategy/Activity

Park View will further develop their Professional Learning Communities mission, vision, values, and goals, creating and allowing a stronger and more defined climate and culture at the school site.

John Hattie's research shows building strong student teacher relationships .72 effect size, home environment effect size .52, and goal setting at .51 all above the .40 effect size for a strategy to be deemed effective.

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 7

Students to be Served by this Strategy/Activity

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

All Park View students are to be served by this strategy

Strategy/Activity

Park View will develop Tier II and Tier III interventions for social skills, behavioral problems, and counseling. John Hattie's research shows that early intervention .47 effect size, reducing anxiety .40 effect size, self-concept .47 are all effectively deemed to aid in this program.

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 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Professional development in the area of cultural competence will be added to staff meetings to increase activities and opportunities for students to be made aware the issues of and a growing need in the area of cultural competence.

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 9

Students to be Served by this Strategy/Activity

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

All Park View student will be served by this strategy.

Strategy/Activity

School site counselor available for student support as well as Character Strong for grade 6-8 and Purposeful People curriculum for grades K-5 will be implemented with fidelity across the classrooms and on campus. According to John Hattie's research social skills training has an effect size of .39.

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)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The goal was deemed effective because activities and strategies were implemented, The school site developed the school mission statement (All Students Learning Everyday to Aspire to Greatness, Inspire Others, and Change the World.) A PBIS incentive program was developed and is in full operational mode. The site continues to work and develop a school vision, values, and goals. PLC's continue to meet and develop common formative assessments. IXL training and data collection is occurring and restorative circles training and implementation is on an ongoing basis.

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

There are no major differences between the intended and budgeted expenditures to implement strategies.

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.

No changes were made to this goal.

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

Ensure English Lernrs academic growth thorough the English Learners Development (ELD) standards utilizing the California English Learners Road-map. Provide opportunities for English Learners to benefit from their dual language and share their assets with others.

Goal 3

English learners will improve on academic progress in mathematics, English Language Arts, Chronic Absenteeism, and suspension rates as measured by the state accountability system.

Identified Need

The 202-24 CAASPP data showed that English Learners scored below other student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC DATA	<p>2023 Baseline Data: Level 4- 11.90% Level 3- 57.14% Level 2- 30.95% Level 1- 0%</p> <p>2024 Actual Data Level 4- 36.84% Level 3- 50% Level 2- 13.16 Level 1- 0%</p> <p>2024 data shows on the English Language Acquisition Results, of the 31 students tested, 61% students progressed at least one ELPI level. 0 students maintained ELPI level 4. 16 students maintained a Level 1, 2L, 2H, 3L, or 3H.</p>	<p>2024 Students will increase performance in level 4 and level 3 by 2% in each level.</p>
		<p>In 2024, increase students making progress toward English proficiency from 48.5 to 50.5%.</p>

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)

English Language Learners

Strategy/Activity

Classroom teachers will provide a minimum of 30 minutes of daily designated ELD with the use of District adopted core ELD materials and/or supplemental materials. Provide professional development to teachers to better implement Designated and Integrated ELD. John Hattie's research shows that accelerating student learning has a .68 effect, Meta-cognitive strategies a .69 effect, and feedback a .75 effect which is deemed higher than .40 effect size to be deemed effective.

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 2

Students to be Served by this Strategy/Activity

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

Students requiring this service/ activity will be English Learners at various proficiency levels.

Strategy/Activity

A bilingual instructional aide will work with EL students in "push-into classrooms" or small groups as determined by student needs. The bilingual aide will support students as they progress toward English language proficiency. John Hattie states that small group learning has an effect size of .50 which is deemed higher than the .40 deemed effective.

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 3

Students to be Served by this Strategy/Activity

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

Students being serviced with this activity will be English Learners.

Strategy/Activity

After School Tutoring with a teacher or bilingual aide for English language learners will be provided as funds are available. John Hattie that small group learning has an effect size of .50 which is deemed higher than the .40 deemed to be effective.

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)

1,800

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)

Students being serviced with this activity will be English Learners.

Strategy/Activity

Teachers will be provided Professional Development in Thinking Maps and utilizing them school wide. John Hattie shows an effect size of .52 for professional development which is higher than .40 to be deemed effective.

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 5

Students to be Served by this Strategy/Activity

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

All Park View students are to be served by this strategy.

Strategy/Activity

Park View students will participate in multi-cultural events and days on the school site. This will be done through assemblies, class activities, promotion, other school, events. A study (Fulton-Scott, 1983) using three elementary programs for Hispanic children not English-proficient revealed that the math, reading, and language scores of students in multiculturally-integrated English as a Second Language programs were significantly superior to scores of students enrolled in bilingual ESL without the multicultural integration.

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 6

Students to be Served by this Strategy/Activity

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

All Park View English Language learners will be served through this strategy

Strategy/Activity

ELD standards will be targeted and data will be collected and monitored through ELD standard folders.

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 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELD standards and Elevation will be used to monitor EL students. AR-LTEL and LTEL students will be monitored by staff and identify areas of need. Teachers will collect evidence of student mastery of ELL standards. The data collected will drive lessons based on student results and be used to advance students to mastery of the English Language quicker.

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)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers meet in grade-level meetings to review progress data for all learners with an emphasis on English Learners. Teachers use data collected to drive instruction.

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

No major differences.

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.

Our 2025-26 goal/strategies and outcomes will focus on students classified as LTELs and how to best support them for success in reclassification.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,705.00

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 III	\$1,800.00

Subtotal of additional federal funds included for this school: \$1,800.00

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

State or Local Programs	Allocation (\$)
Learning Recovery	\$15,000.00
Proposition 28	\$54,905.00

Subtotal of state or local funds included for this school: \$69,905.00

Total of federal, state, and/or local funds for this school: \$71,705.00

School Site Council Membership

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

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

Name of Members	Role
Victor Ramirez	Principal
Alejandra Gutierrez	Classroom Teacher
Kristin Heinrich	Classroom Teacher
Oscar Rodriguez	Classroom Teacher
Patricia Albor	Other School Staff
Cynthia Berchtold	Parent or Community Member
Juan Portillo	Parent or Community Member
Sima Parmar	Parent or Community Member
Nicholas Paxton	Parent or Community Member
Sharee Winter	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Patricia Albor

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

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

This SPSA was adopted by the SSC at a public meeting on 3/18/25.

Attested:

Principal, Victor Ramirez on 3/18/25

SSC Chairperson, Oscar Rodriguez on 3/18/25

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.

[Educational Partner 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.

Educational Partner 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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Authority Cited: 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 (Educational Partner 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 (Educational Partner 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/>

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