

# 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
Chase Avenue Elementary School	37-67991-6037592	May 23, 2019	July 30, 2019

## 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)

Additional Targeted Support and Improvement

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.

Chase Avenue will support underserved students with targeted interventions specific to their needs. Among these will be additional counseling, support for English Learners in the area of language arts, tutorials in ELA and Math and social emotional learning. In addition, there will be an emphasis on parent and family engagement opportunities such as Parent University and home visits.

The overall academic performance of students at Chase is at the red level for English language arts and orange for mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Chase will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Chase will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.



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## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 23, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on May 14, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of

students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on May 16, 2019 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	6.9%	7.36%	6.91%	51	53	51
Asian	2.7%	3.61%	4.34%	20	26	32
Filipino	0.3%	0.14%	0.14%	2	1	1
Hispanic/Latino	36.8%	37.08%	38.35%	273	267	283
Pacific Islander	0.7%	1.25%	0.95%	5	9	7
White	47.6%	46.81%	45.93%	353	337	339
Multiple/No Response	3.2%	2.64%	2.17%	24	19	16
	<b>Total Enrollment</b>			741	720	738

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	148	123	127
Grade 1	131	128	96
Grade 2	123	130	130
Grade 3	103	135	135
Grade 4	109	105	133
Grade 5	127	99	117
<b>Total Enrollment</b>	741	720	738

### Conclusions based on this data:

1. A slight decline in enrollment at Chase has occurred over three years with a decrease of 39 students overall.
2. The percentages in each of the subgroups has remained stable over the prior three years.
3. There is an increase in the proportion of intermediate (3-5 grade) students for the coming year when compared to the primary grades.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	403	399	397	54.4%	55.4%	53.8%
Fluent English Proficient (FEP)	42	34	48	5.7%	4.7%	6.5%
Reclassified Fluent English Proficient (RFEP)	42	40	30	9.9%	9.9%	7.5%

### Conclusions based on this data:

1. As a percentage of the school population, the EL subgroup has remained nearly unchanged at 55.4%.
2. The percentage of Initially fluent EL students has declined slightly to 4.7%.
3. Reclassification rates at Chase increased over the 3 year period and remain constant at nearly 10% for the previous two 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106		140	100		138	100		138	94.3		98.6
Grade 4	105		135	102		133	102		133	97.1		98.5
Grade 5	132		114	128		114	128		114	97		100
All Grades	343		389	330		385	330		385	96.2		99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2370.		2358.	8.00		7.25	20.00		10.14	20.00		24.64	52.00		57.97
Grade 4	2387.		2392.	6.86		6.02	10.78		12.78	20.59		20.30	61.76		60.90
Grade 5	2451.		2445.	7.03		7.02	24.22		21.93	24.22		21.05	44.53		50.00
All Grades	N/A	N/A	N/A	7.27		6.75	18.79		14.55	21.82		22.08	52.12		56.62

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	10.00		7.97	31.00		35.51	59.00		56.52	
Grade 4	9.80		9.02	39.22		37.59	50.98		53.38	
Grade 5	4.69		8.77	53.91		39.47	41.41		51.75	
All Grades	7.88		8.57	42.42		37.40	49.70		54.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.00		6.57	34.00		41.61	57.00		51.82
Grade 4	5.88		3.76	33.33		34.59	60.78		61.65
Grade 5	11.72		10.53	47.66		44.74	40.63		44.74
All Grades	9.09		6.77	39.09		40.10	51.82		53.13



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00		8.70	58.00		56.52	37.00		34.78
Grade 4	5.88		8.27	49.02		54.14	45.10		37.59
Grade 5	5.47		2.63	63.28		57.02	31.25		40.35
All Grades	5.45		6.75	57.27		55.84	37.27		37.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.00		5.80	53.00		39.86	40.00		54.35
Grade 4	9.80		6.77	37.25		41.35	52.94		51.88
Grade 5	11.72		11.40	47.66		35.96	40.63		52.63
All Grades	9.70		7.79	46.06		39.22	44.24		52.99

**Conclusions based on this data:**

- Over 52% of students in grades 3-5 did not meet standard in ELA/Literacy. Fewer students failed to meet standard in the areas of Reading (49%), Writing (51%) although slightly more students failed to meet standard in Listening (37%), Research and Inquiry (44%)
- The areas of Listening and Research/Inquiry were relative strengths in the area of ELA with 63% and 56% of students in 3-5th grades near, at or above standard.
- Improvement was seen in third grade in the area of Research and Inquiry with the percentage of students who are near, at or above standard (60%)

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106		140	104		138	104		138	98.1		98.6
Grade 4	105		135	104		135	104		135	99		100
Grade 5	132		114	131		114	131		114	99.2		100
All Grades	343		389	339		387	339		387	98.8		99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.		2384.	6.73		5.07	22.12		18.84	28.85		28.99	42.31		47.10
Grade 4	2400.		2410.	1.92		3.70	12.50		11.11	29.81		31.85	55.77		53.33
Grade 5	2458.		2445.	7.63		4.39	15.27		7.02	32.82		35.96	44.27		52.63
All Grades	N/A	N/A	N/A	5.60		4.39	16.52		12.66	30.68		32.04	47.20		50.90

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	16.50		15.22	37.86		31.16	45.63		53.62	
Grade 4	5.77		7.41	21.15		21.48	73.08		71.11	
Grade 5	12.21		6.14	32.82		36.84	54.96		57.02	
All Grades	11.54		9.82	30.77		29.46	57.69		60.72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.74		7.97	46.60		44.93	44.66		47.10
Grade 4	6.73		6.67	29.81		36.30	63.46		57.04
Grade 5	5.34		5.26	45.80		36.84	48.85		57.89
All Grades	6.80		6.72	41.12		39.53	52.07		53.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.59		7.25	45.63		46.38	40.78		46.38
Grade 4	6.73		9.63	27.88		27.41	65.38		62.96
Grade 5	6.11		5.26	48.85		40.35	45.04		54.39
All Grades	8.58		7.49	41.42		37.98	50.00		54.52

**Conclusions based on this data:**

1. Over 47% of students in grades 3-5 did not meet standard in Mathematics. Students failed to meet standard in the areas of Concepts and Procedures (57%), Problem Solving & Modeling/Data Analysis (52%) and Communicating Reasoning (50%).
2. An overall decrease in the percentage of students not meeting standard in problem solving and modeling/data analysis of 5%
3. Overall in fifth grade the number of students exceeding standard increased by 5% while the number not meeting standard decreased by 7%

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1393.0		1400.1		1376.4		72	
Grade 1	1457.6		1459.9		1454.7		78	
Grade 2	1475.4		1479.0		1471.3		81	
Grade 3	1467.9		1461.3		1474.0		76	
Grade 4	1491.7		1490.1		1492.7		41	
Grade 5	1490.8		1482.4		1498.7		51	
All Grades							399	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.61		26.39		20.83		29.17		72	
1	42.31		30.77		*		19.23		78	
2	49.38		22.22		*		16.05		81	
3	*		28.95		38.16		31.58		76	
4	*		48.78		*		*		41	
5	*		35.29		29.41		*		51	
All Grades	26.32		30.33		20.55		22.81		399	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.94		25.00		*		30.56		72	
1	55.13		19.23		*		20.51		78	
2	49.38		29.63		*		*		81	
3	15.79		46.05		22.37		15.79		76	
4	39.02		34.15		*		*		41	
5	31.37		31.37		*		*		51	
All Grades	37.59		30.58		13.03		18.80		399	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		22.22		36.11		29.17		72	
1	30.77		32.05		*		24.36		78	
2	29.63		30.86		17.28		22.22		81	
3			*		42.11		47.37		76	
4	*		34.15		34.15		29.27		41	
5	*		39.22		23.53		29.41		51	
All Grades	15.54		27.07		27.07		30.33		399	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.28		43.06		16.67		72	
1	56.41		25.64		17.95		78	
2	58.02		35.80		*		81	
3	17.11		63.16		19.74		76	
4	41.46		46.34		*		41	
5	29.41		58.82		*		51	
All Grades	41.35		44.36		14.29		399	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33		33.33		33.33		72	
1	51.28		32.05		16.67		78	
2	48.15		38.27		13.58		81	
3	27.63		52.63		19.74		76	
4	41.46		43.90		*		41	
5	47.06		25.49		27.45		51	
All Grades	41.35		37.84		20.80		399	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		62.50		31.94		72	
1	37.18		33.33		29.49		78	
2	37.04		35.80		27.16		81	
3	*		48.68		48.68		76	
4			68.29		31.71		41	
5	*		60.78		37.25		51	
All Grades	16.54		49.12		34.34		399	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.06		29.17		27.78		72	
1	29.49		55.13		15.38		78	
2	19.75		59.26		20.99		81	
3	*		56.58		38.16		76	
4	*		60.98		*		41	
5	29.41		43.14		27.45		51	
All Grades	24.56		50.63		24.81		399	






**Conclusions based on this data:**

1. There is a large group of students (53) who, based on the data from 2017-18 were 3rd grade students in the overall level 1 or level 2 ELPAC. These students will be fifth grade students in 2019-20 and will need continued intensive support in ELA.
2. Listening and Speaking are the strongest areas of ELD for EL students at Chase with over 40% well-developed school wide.
3. Although the number of students decreases as they move through the grades, reading and writing have over 30% of students at the beginning level.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. ELA is indicated as an area of improvement.
2. Mathematics is indicated as an area of improvement.
3. Chronic Absenteeism is an area of concern.

# School and Student Performance Data

## Academic Performance English Language Arts







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 69.4 points below standard Declined -5.5 points 313 students	<p><b>English Learners</b></p>  Red 74.3 points below standard Declined -3.7 points 194 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 74.1 points below standard Declined -10.1 points 287 students	<p><b>Students with Disabilities</b></p>  Red 157.9 points below standard Declined -19.6 points 37 students



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff;">109.8 points below standard</span> Declined -21 points  23 students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e6f2ff;">64.1 points below standard</span> 15 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #e6f2ff;">86.1 points below standard</span> Declined -12.7 points  116 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  3 students	 Yellow <span style="background-color: #e6f2ff;">53.2 points below standard</span> Increased 7.4 points  140 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">106 points below standard</span> Increased 4.4 points  143 students	<span style="background-color: #e6f2ff;">14.7 points above standard</span> Increased 9.3 points  51 students	<span style="background-color: #e6f2ff;">62.3 points below standard</span> Declined -6.1 points  117 students

**Conclusions based on this data:**

1. The subgroup of students with disabilities shows a decline of 19 points in ELA. More supports are needed for this subgroup which has 37 students.
2. The Hispanic and African American subgroups declined 12-20 points. These subgroups include 116 and 23 students respectively.
3. When combined all students (313) showed a slight decline of 5 points.

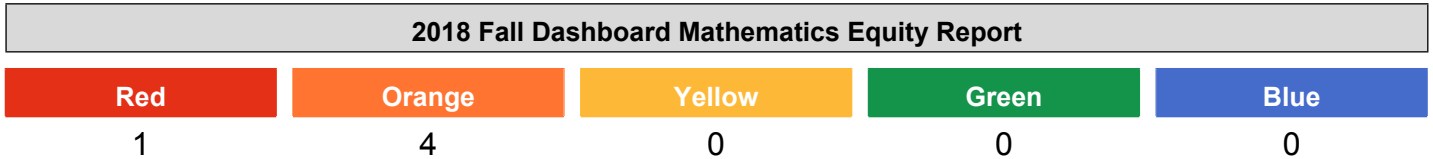
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 66.1 points below standard Declined -3.5 points 314 students	<p><b>English Learners</b></p>  Orange 71.7 points below standard Declined -7 points 194 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 70.4 points below standard Declined -7.7 points 288 students	<p><b>Students with Disabilities</b></p>  Red 154.4 points below standard Declined -7.9 points 37 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 97.3 points below standard Declined -9.8 points 23 students	 No Performance Color 0 Students	 No Performance Color 33.3 points below standard 15 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79 points below standard Declined -6.1 points 117 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 58.8 points below standard Maintained -2.6 points 140 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard Maintained -2.9 points 143 students	12.5 points below standard Increased 4.3 points 51 students	56.9 points below standard Increased 4.1 points 118 students

**Conclusions based on this data:**

1. All English Learners maintained or increased performance in Mathematics
2. When combined the all students subgroup shows a slight decline of 5 points
3. The white subgroup of 118 students increased by 4 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
399	26.3%	30.3%	20.6%	22.8%

### Conclusions based on this data:

1. Nearly 400 students are considered English Learners and approximately 43% are at the beginning or somewhat developed level. Continued emphasis on English language development is needed.
2. Just over one-fourth of the English Learners are considered well-developed in English proficiency.
3. Continued supports are needed for Level 1 and Level 2 EL students to increase their rate of language acquisition.

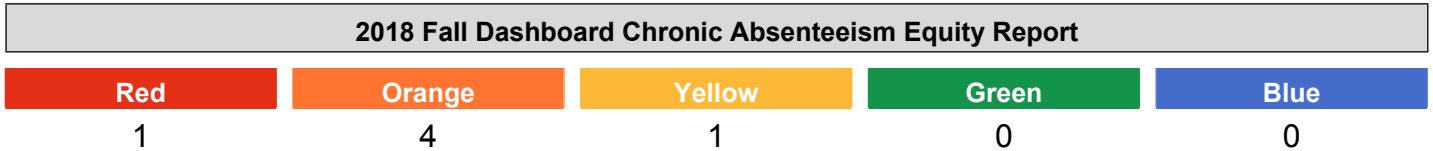
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 12% chronically absent Increased 1.2% 808 students	<p><b>English Learners</b></p>  Orange 7.6% chronically absent Increased 1.5% 445 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 11.6% chronically absent Increased 0.9% 735 students	<p><b>Students with Disabilities</b></p>  Orange 19.4% chronically absent Increased 11.8% 93 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 32.2% chronically absent Increased 10.5% 59 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 6.7% chronically absent Increased 6.7% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.5% chronically absent Declined 2.1% 296 students	 No Performance Color 3.7% chronically absent Declined 1.1% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Orange 8.8% chronically absent Increased 2.1% 386 students

**Conclusions based on this data:**

1. Overall there was a slight increase (1%) in the percentage of students chronically absent school wide.
2. There was a larger increase in the students with disabilities subgroup who were chronically absent at 11.8%.
3. There was a decline in the percentage of chronically absent students in the Hispanic subgroup, 296 students, of 2%.

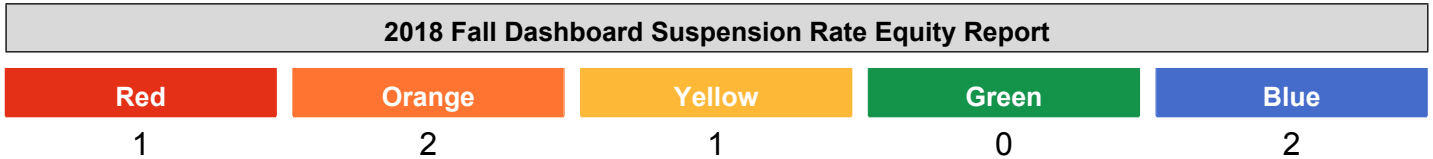
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 1.1% suspended at least once Maintained 0.1% 839 students	<p><b>English Learners</b></p>  Blue 0.4% suspended at least once Maintained -0.2% 463 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 10 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 1.2% suspended at least once Maintained 0.2% 755 students	<p><b>Students with Disabilities</b></p>  Orange 3.2% suspended at least once Increased 3.2% 94 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 6.7% suspended at least once Increased 5% 60 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 30 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3% suspended at least once Increased 0.7% 309 students	 No Performance Color 0% suspended at least once Declined -6.5% 27 students	 No Performance Color Less than 11 Students - Data 9 students	 Blue 0.2% suspended at least once Declined -0.3% 403 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.9% suspended at least once	1.1% suspended at least once

**Conclusions based on this data:**

1. Suspension rates have remained low school wide for the previous 3 years.
2. Approximately 8 students were suspended in the previous year so it is difficult to draw conclusions based upon such small sample.
3. Our largest increase was in students with disabilities at an increase of 3.2%.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Access to, and progress in, core academic standards

## LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

## Goal 1

All teachers are highly qualified at Chase Elementary School. Further, all students have access to a broad range of educational programs and materials, as well as 1:1 digital technology to enhance learning across subject areas. During the 2019-2020 school year, Chase will increase teacher understanding of ELD strategies and how to use inquiry-based English Language Arts strategies in order to prepare students for college and career. By the end of the year, Chase will plan, facilitate, document, and evaluate a GLAD or other ELD experience in each classroom and present outcomes to the professional learning teaching team for feedback.

## Identified Need

Students are scoring in the red performance group for language arts and orange for mathematics. In order to better met the needs of our students Reading intervention will be provided for all students in grades K-5 who are significantly below grade level and teachers need professional development in order to learn support strategies in order to help students move upward in all subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard data College and Career Readiness - Observation of World of Work activities	75% of students participated in a World of Work activity	100% of students will participate in a World of Work activity
Principal: classroom observations, walkthroughs	Principal spends 5 hours a week observing teachers and providing feedback	Principal will spend 8 hours a week observing teachers and providing feedback.
Annual Review of: Professional learning opportunities Observation of professional development specific to EL's  Designated ELD classroom schedules	Thirteen teachers attended and were certified in GLAD training this year  80% of teachers had confirmed designated ELD time in their schedules	90% of teachers will be certified and GLAD trained by the end of the 19-20 school year.  There will be a focus on reading within ELA for all students with specific target goals for our EL and students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>with disabilities subgroups in order to move these groups up to the orange performance color.</p> <p>100% of EL students will receive designated ELD instruction 30 minutes a day</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)

All Students

**Strategy/Activity**

Teachers will implement research-based instructional practices and strategies that attend to the needs of all learners to assure access for all students.

A. Teachers and principal will participate in classroom observations to refine CCSS aligned instructional practices for ELs and underachieving students.

B. Teachers, support staff (certificated and classified), and administration will participate in professional development aimed at improving CCSS and the use of technology to individualize and enhance instruction.

C. Additional and supplemental materials will be purchased to support small group instruction of underachieving students to close the achievement gap.

**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)
3,016	Title I PD 1000-1999: Certificated Personnel Salaries Additional Hourly
2,950	Title I PD 5000-5999: Services And Other Operating Expenditures Conference registration, travel and lodging.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Utilization of a 1:1 (student: tech device) ratio will continue. Students will use devices across curricular areas.

Teachers will support underachieving students with supplemental materials and enhance instructional opportunities for all students.

Purchase technology devices, printers, LCD bulbs, and other computer hardware needed to support instruction.

### 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)

5,000

Title I PD  
1000-1999: Certificated Personnel Salaries  
Additional Hourly for Professional development

2,000

Supplemental Concentration Funding  
5000-5999: Services And Other Operating  
Expenditures  
Contracts: Additional software will be purchased to support students.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Students will experience a broad range of learning opportunities and pursue areas of interest.

A. Teachers will provide a minimum of one art lesson per trimester and display art at the Spring Arts Festival.

B. Students will have the opportunity to participate in the PTA Art Reflections Program (After school sessions).

C. The site will explore adding an art instruction program/teacher as funding becomes available

**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)

616

Supplemental Concentration Funding  
4000-4999: Books And Supplies  
Supplies

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

Provide additional clerical time for communication with teachers, parents, community members and to support additional parent involvement activities

**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)

7,000

Supplemental Concentration Funding  
2000-2999: Classified Personnel Salaries  
Classified additional time (hourly)

**Strategy/Activity 5**

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

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

Strategy/Activity

**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)

Strategy/Activity

**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)

Strategy/Activity

#### **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)

Strategy/Activity

#### **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)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Positive safe school climate and healthy students

## LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

## Goal 2

Chase Elementary School promotes a positive school climate through close collaboration between teachers, students, and parents. Students will engage in character education activities aimed at eliminating incidents of bullying, the use of controlled substances, and increasing self-awareness, empathy and positive relationships. By June 2020, Chase will implement a Multi-Tiered System of Support that includes a social-emotional learning program to promote developing happy students, engaged in healthy relationships. All students will receive daily 15-30 minute Sanford Harmony Lessons in the classroom as measured by the school counselor. All students who are considered chronically absent will receive support through a social emotional skill group with a counselor.

## Identified Need

Chase needs to increase positive school climate in the areas of suspension rate and chronic absenteeism. Some of the instruments that are utilized are Gallup Survey, CA Healthy Kids Survey (CHKS), parent surveys, referrals, and counselor logs. Our overall absenteeism and suspensions percentages need to meet or be under the district and state averages, student behavior needs to continue to be a focus to decrease situations warranting a suspension. Student absenteeism continues to be a primary concern.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 94.88%	Increase attendance attendance rate to match or exceed the district average of at least 95%.
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: All students: Increased 1.2% Overall 12% Orange  English Learners: Orange Low Income: Orange SWD: Orange Hispanic: Yellow White: Orange African American: Red	Decrease Chase's overall chronic absenteeism rate by at least 3%. Decrease the African American sub group's chronic absenteeism rate by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard: Suspension Rate 2016-2017: All students: 0.9% Yellow English Learners: Yellow Low Income: Yellow SWD: Blue Homeless: N/A Foster Youth: N/A  Hispanic: Yellow White: Green Two or More Races: N/A African American: Green [add additional sub-group not listed as needed]	2017-2018: All students: Maintained 0.1% Overall 1.1% Yellow  English Learners: Blue Low Income: Yellow SWD: Orange Hispanic: Orange White: Blue African American: Red	Decrease African American suspensions by 5%. Decrease Students with disabilities suspension rate by 3%. Lower overall suspension rate to .5%
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.38 Hope 4.40 Entrepreneurial 3.14 Career/Financial Literacy 3.17	Student Gallup Results Engagement 4.5 Hope 4.5 Entrepreneurial 3.2 Career/Financial Literacy 3.2

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 9

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

The principal will include school-wide Positive Behavior Support Systems in the multi-tiered support plan.

The counselor will support classroom teachers with lessons reinforcing positive behaviors.

Provide certificates and first, second and third place ribbons for the PTA sponsored Reflections Art Contest.

A. Teachers will implement Positive Behavior Interventions and Support. Teach school-wide expectations, rules, and procedures. Develop Rules-at-a-Glance documentation.

B. Continue School-wide Character Education program: 7 Virtues. Provide copies of 7 virtues for display in the community. BEST binder. Printing costs. Implement the Positive Behavior Support Team(BEST) using grade level chairs and support staff.

- C. All staff and students model respectful communication: Everyone, Every Moment, Every day.
- D. Embed virtues in teaching (noticing the virtues throughout the curriculum and “teaching them on the spot”). Teach lessons on monthly virtues
- E. Continue Character Ed. Assemblies & CE pledge each morning on Tiger Talk. Provide teacher release to lead student-led video broadcast.
- F. Teachers will collaborate to implement the following strategies for at-risk students:
  - Home-School Behavior Plan
  - Individualized Behavior Contracts
  - Check-in / Check-out strategy
  - Mentor program
  - Modified schedule
  - Social Skills Groups
  - Alternative Recess-Resource Room
  - CAT Referral
  - Behavior Support Plan

**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)
63,920	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits: Counselor
1,250	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly: Collaboration

**Strategy/Activity 10**

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

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

All Students

**Strategy/Activity**

Students will learn in a safe environment and demonstrate positive behavior.

A. An Assistant Principal will assist in campus supervision and behavior support.

B. Additional playground supervision to ensure peaceful playgrounds.

**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)
87,365	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Asst. Principal salary .50 FTE
1,649	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly: Noon Duty

### **Strategy/Activity 11**

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

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

Strategy/Activity

#### **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 12**

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

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

Strategy/Activity

#### **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 13**

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

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

Strategy/Activity

#### **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 14**

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

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

Strategy/Activity

**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 15**

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

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

Strategy/Activity

**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 16**

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

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

Strategy/Activity

**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)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Personalized learning, supporting students passions and career aspirations

## LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

## Goal 3

All students will master skills, gain knowledge, and develop personal attributes to be competitive in a global society. Chase students will receive personalized instruction that will allow them to demonstrate progress towards proficiency in all subject areas with an emphasis on core skills to prepare them for their future careers and pathways to success.

## Identified Need

Teachers collect student academic data using the following assessment tools: Achieve 3000, Imagine Learning, GO! Math, ST Math, CAASPP, and ELPAC data. In order to move at least 5% of our students from the not meeting band we need to provide interventions and supports around literacy, reading development, guided language acquisition and development, writing, and mathematical reasoning. Specifically we need to focus on our EL, Hispanic and students with disabilities in order to increase their performance in English language arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	<p>Statewide Assessments - CA Dashboard</p> <p>ELA Student Groups Scoring Red: English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic</p> <p>Students scoring Yellow: White</p> <p>Math Student Groups Scoring Orange: English Learners Socioeconomically Disadvantaged White</p>	<p>Statewide Assessment -CA Dashboard</p> <p>ELA</p> <ul style="list-style-type: none"> <li>30% of EL, Hispanic, and Students with Disabilities will score in the Orange performance level as indicated on the CA Dashboard.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>30% of all students in all subgroups will increase in</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic  Student Groups Scoring Red: Students with Disabilities	performance level to the next color band.
ELPAC	ELPAC: Beginning Stage 22.8% Somewhat Developed 20.6% Moderately Developed 30.3% Well Developed 26.3%	ELPAC:  <ul style="list-style-type: none"> <li>Students scoring in the Beginning Stage will drop from 22.8% to 18%.</li> </ul> 5% of students in the Somewhat Developed stage will move to the Moderately Developed or Well Developed Stage.
Reclassification Rate (County 14.9%)	Percent Reclassified: 9.9%	Reclassified Goal: Reclassification rates will rise to 15% with at least 5% of Moderately Well Developed and Well Developed student reclassifying.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Continue to implement CCCS aligned curriculum.

A. During 30 minutes of daily ELD, teachers will cluster EL's by similar ELPAC levels and use targeted strategies to meet their needs. No cost

B. Establish ELD and academic growth expectations for identified EL students based on US enrollment date, academic and performance data. No cost

C. An ELDA will work with an individual and small group of EL students to assess and supplement their core instructional program.

D. Grade levels will analyze, identify, purchase, and implement supplemental materials to attend to the 50% fiction/non-fiction CCSS balance (Time for Kids, Weekly Reader, Scholastic Science Edition, e-Books)

E. Primary language assessments will be completed for EL to determine academic program needs and placement.

F. Translation and interpretation services in Farsi and Pashto will be available to communicate with EL students and families. Interpretation services will be available to increase communication with EL students and families.

G. Instructional software, online programs, and licenses will be purchased to support subject areas

### 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)
14,979	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries C. ELDA salary
645	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries E. Certificated Hourly
7,619	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries F. Classified hourly
1,000	Title I PD 1000-1999: Certificated Personnel Salaries Additional Hourly

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Implement research-based practices for teaching all students.

A. Teachers will continue to implement evidence-based CTCWP in order to develop competent writers

B. Teachers will be trained in the implementation of GLAD instructional strategies as appropriate.

C. During teacher-led instruction, increase student talking and writing time, 50% teacher, 50% student. During independent or student-led learning, increase student talking and writing time, 20% teacher, 80% of students.

D. Teachers will use data from assessments at least every trimester to make instructional decisions.

E. Differentiated instruction will include small groups and advanced organizers in all subject areas, as needed.

### 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)
600	Supplemental Concentration Funding 4000-4999: Books And Supplies A. Supplies & Materials:
250	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries B. Certificated: Release time
5,000	Title I PD 1000-1999: Certificated Personnel Salaries Certificated Hourly

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Supporting CCSS Instruction

A. Teachers will collaborate to plan instruction and participate in professional development on best practices to support English Learners and at-risk students.

B. Additional time for part-time contract teachers to collaborate with grade level teams during a non-duty time, minimum days, district and site collaboration meetings to align lessons for underserved students.

C.. Interventions will be provided for at-risk students:

Facilitators will support at-risk students by coordinating and monitoring interventions.

Facilitators will support the refinement and implementation of language development, literacy and mathematics CCCS aligned instructional programs.

Two .45 ELA Support Teachers to reduce class size for 4th and 5th grades during ELA

D. Professional Development additional hourly coverage 30x\$125

### 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)
5,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries B.Certificated Stipends
71,000	Title I 1000-1999: Certificated Personnel Salaries D1. Certificated Salary & Benefits: Facilitator .45
14,500	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries D2. Certificated Salary & Benefits: Facilitator .10
30,799	Title I 1000-1999: Certificated Personnel Salaries D3. Certificated Salary & Benefits: .45

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All Students

##### Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

##### 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)
10000	Title I PD 1000-1999: Certificated Personnel Salaries Stipends for certificated staff

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Shared Community and Engagement

## LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

## Goal 4

The SSC, ELAC, teachers, administrators, and PTA will work together to make decisions and set goals related to improving Chase's academic and social activities. By the end of the 2019-2020 school year Chase will increase parent engagement by providing more opportunities for parents to be a part of the decision process and to allow them opportunities to share their opinions as will be evidenced through the Parent Needs Assessment, a 20% increase in the number of Parent University attendees, and a 30% increase in liaison contacts.

## Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. They also request to have greater access and a better understanding of school programs and curriculum, as well as tools to support at home. Parents want more timely communication with teachers, this communication needs to include positive news.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	Parent University Courses: 7 Session - 15 parents at each	Attendance Goal: 20
Home Visits	Number of visits: 20	Home Visit Goal: 40
School Site Council Meetings	Number of parents at meetings: 3	Goal: 5
English Learner Advisory Meetings	Number of parents at meetings: 25	Goal: 30

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



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

To accommodate the shared governance of school subjects and programs.

Parents will be actively recruited to serve on SSC, ELAC and PTA to increase involvement in decision making.

Blackboard Connect will continue to be used to communicate with parents and will be used to call home each time a student is absent.

### 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)

500

#### Source(s)

Title I Parent Involvement  
2000-2999: Classified Personnel Salaries  
Childcare

425

Title I Parent Involvement  
2000-2999: Classified Personnel Salaries  
Childcare

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

To increase parent involvement, parent nights will be held to provide strategies for parents to engage with the school and their children.

Parent attendance seminars will be held each trimester to improve parent-school engagement

### 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)

360

#### Source(s)

Supplemental Concentration Funding  
1000-1999: Certificated Personnel Salaries

	Stipends
500	Title I Parent Involvement 4000-4999: Books And Supplies Supplies
200	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Certificated Stipends
299	Title I Parent Involvement 5700-5799: Transfers Of Direct Costs Supplemental Materials Printed at Print Shop

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Parent University will be offered to parents to improve home-school connection.

#### 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)
1,000	Title I 4000-4999: Books And Supplies Supplies & Materials Parent University
2000	Title I 1000-1999: Certificated Personnel Salaries Release time for teachers to conduct Parent University sessions
1,800	Title I 4000-4999: Books And Supplies Supplies for Parent University 6 cohorts
3000	Title I PD 1000-1999: Certificated Personnel Salaries Certificated Stipends: Professional development

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Parent Engagement Liaison to support parent involvement

**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)
2,304	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Salary & Benefits: Liaison
9,696	Title I 2000-2999: Classified Personnel Salaries Classifies Salary and Benefits: Liaison

**Strategy/Activity 5**

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

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

All Students

**Strategy/Activity**

Home visits will be conducted by teachers in pairs.

**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)
4,100	Title I 1000-1999: Certificated Personnel Salaries Certificated Additional Time-Teacher hourly rates for 100 hours of home visits after school. 100x \$41

# 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	\$218,509
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,342.00

## 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 I	\$184,315.00
Title I Parent Involvement	\$4,228.00
Title I PD	\$29,966.00

Subtotal of additional federal funds included for this school: \$218,509.00

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 (\$)
Supplemental Concentration Funding	\$143,833.00

Subtotal of state or local funds included for this school: \$143,833.00

Total of federal, state, and/or local funds for this school: \$362,342.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	\$143,833	0.00
Title I Parent Involvement	\$4,228	0.00
Title I	\$184,315	0.00
Title I PD	\$29,966	0.00

## Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	143,833.00
Title I	184,315.00
Title I Parent Involvement	4,228.00
Title I PD	29,966.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	308,405.00
2000-2999: Classified Personnel Salaries	44,172.00
4000-4999: Books And Supplies	4,516.00
5000-5999: Services And Other Operating Expenditures	4,950.00
5700-5799: Transfers Of Direct Costs	299.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	109,370.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	31,247.00

4000-4999: Books And Supplies	Supplemental Concentration Funding	1,216.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	171,819.00
2000-2999: Classified Personnel Salaries	Title I	9,696.00
4000-4999: Books And Supplies	Title I	2,800.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	200.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,229.00
4000-4999: Books And Supplies	Title I Parent Involvement	500.00
5700-5799: Transfers Of Direct Costs	Title I Parent Involvement	299.00
1000-1999: Certificated Personnel Salaries	Title I PD	27,016.00
5000-5999: Services And Other Operating Expenditures	Title I PD	2,950.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,582.00
Goal 2	154,184.00
Goal 3	161,392.00
Goal 4	26,184.00

# 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
Brian Handley	Principal
Dory Groen	Classroom Teacher
Leslie Harris	Classroom Teacher
Josie Hayes	Other School Staff
Kelly Butler	Classroom Teacher
Firoozeh Aback	Parent or Community Member
Maribel Del Villar Perez	Parent or Community Member
Jessica Alvarez	Parent or Community Member
Lauren Kingsolver	Parent or Community Member
Teresa Grant	Parent or Community Member

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