

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	June 8, 2023	August 8, 2023

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
Additional Targeted Support and Improvement
English Learner, Hispanic, Students with Disabilities, African American, Asian, Two or More Races

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.

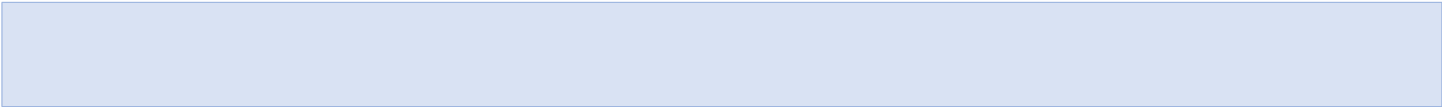


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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys. Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Please refer to the sections "Student Performance Data: Annual Gallup Parent Survey Data" and "Student Performance Data: Annual Gallup Student Survey Data" for additional information.

May 2022 Staff Gallup Survey- Total number of Staff Responding the Gallup Staff Survey was 47. Engaged 53%

Q3- Opportunity to do my best 4.05

Q7- Opinions Count 3.55

Q8- Mission/Purpose 4.09

Based on this data, identified needs are to continue engaging stakeholders at a high level. A need to increase parental involvement is necessary as the percentage of parents fully engaged was 46%. A focus on Q7 "Opinions Count" for staff is needed.

Classroom Observations

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

The Observational Protocol for Teachers of English Learners (OPTTEL) is an observational protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2020 - 2021 school year.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on this data, identified needs are a need for increased small group instruction in all curricular areas. Staff will need training and collaboration time to increase the percentage of instruction in small groups. Also, a specific focus on Phonics instruction at the K-2 levels is indicated based upon iReady Diagnostic and A2i data indicating a deficit in this domain. A PDSA collaboration cycle will be used to analyze data and measure progress throughout the year.

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)

Local assessments include: iReady Math and English Language Proficiency

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

* See the analysis of assessments data in the CAASPP and California Dashboard developing trend statements in the upcoming pages.

* See the analysis of assessment data in the iReady Tables in the upcoming pages.

Based on this data identified needs are continued and increased use of small group intervention for English Learners (51% of enrolled students) based upon the data from regular diagnostic assessments to determine domains of need. Data from 20-21 indicated a consistent improvement for all students at each diagnostic interval. A continued emphasis on increasing the number of students who are meeting their stretch goals is needed.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so teachers will utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress. This year teachers utilized data from the Math and ELA iReady diagnostics at trimester intervals to monitor progress and determine student instructional needs. We saw school wide progress in ELA and Math at each interval this year. Over 81% of students made annual typical growth on iReady Diagnostic #3 this year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies. Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, social studies/history and English Language Development.

A continued need for teacher training in strategies such as GLAD for English Learners is indicated as many new teachers have joined the Chase Avenue staff recently.

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

Professional learning opportunities include: Digital badging, Academies, Staff Meeting, release time, Additional Time,

Professional learning areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, New Materials Adoptions, Assessment

Based surveys of staff, identified needs are staff training in small group instruction, phonics instruction, writing and effective ELD strategies such as GLAD.

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

Instructional Coach and District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Coding.

Based coaching logs and surveys of staff, identified needs are training for effective EL instructional strategies and small group instruction.

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

Minimum Day:

3 Mondays a Month: 1-hour staff meeting and 1 hour of grade level collaboration

1 Monday a Month: 2-hour staff meeting to include professional development

Elementary School staff are provided additional grade level release collaboration: Monthly for 2.5 hours to analyze data and design instructional strategies/materials that meet the needs of specific subgroups and/or at-risk students.

At Chase Avenue, a support team member is assigned to each grade level team to assist with collaboration regarding student achievement and data analysis. This collaboration occurs during the Monday grade level collaboration meetings school wide.

Teaching and Learning

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

English Language Arts, Mathematics, Social Studies and English Language Development is aligned with State Standards. The CVUSD School District is currently working on creating an Open Resource Science curriculum aligned to the State Standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, Imagine Learning English, iReady, Phonics for Reading and Heggerty Phonics.

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and manual. During collaboration planning, teachers create daily schedules that included intervention and 30 minutes of Designated English Language Development for English Learners. Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Teachers adhere to State recommended instructional minutes:

- K-5 ELA, 2 hours of core or core replacement instruction including UA time, plus 30 minutes of strategic intervention
- K-5 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-5 ELD, a minimum of 30 minutes ELD instruction per day

Grade levels have collaborated to regroup students and create ELD instruction by level. This requires a common schedule at the grade level.

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Based on this data, there are sufficient standards-based materials for all students.

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

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD

Nat Geo "Reach for Reading"

Mathematics

Houghton Mifflin "Go Math"

Science

MacMillian/McGraw-Hill, California Science

Social Studies

Scott Foresman, History/Social Science for California

Opportunity and Equal Educational Access

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

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELD

iReady Math

School Counselor

Community Liaison

Special Education Classroom Assistant

These services have been crucial in supporting students who are in all instructional 3 tiers. All are components in our MTSS supporting academic, social emotional and attendance needs of students. Increased use of Special Education Classroom Assistants with at-risk students not currently on IEPs should be explored.

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Number Talks & Problem Solving
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI)
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessment

This year all grade levels participated in a PDSA cycle focusing on student needs. This focused collaboration determined further instructional needs and practiced to be implemented.

Parental Engagement

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

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Additional resources needed are continued training for staff to increase parent engagement and communication.

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)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process , Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

A high level of involvement has continued through ELAC and SSC as well as Parent University and Parent Workshops.

Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach
School Counselor
Community/Parent Liaison
English Learner Facilitator
Professional Development
Support Teachers
After-school Tutoring

Additional resources needed are increased before and after school tutoring opportunities for students. Our most effective services continue to be our school counselor who has made over 250 student contacts this year and our family liaison who has been vital to engagement of families school wide with an increased reach to our parents of English Learners. Also, our instructional coach has been instrumental in building the capacity of teacher with over 300 coaching contacts this year.

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration Funds

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

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 June 16, 2022 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 January 25, 2022 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 September 26, 2022 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.

Resource Inequities

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

During our needs assessment, we found a disproportionate amount of services were going to Tier three supports and we did not have strong interventions for our Tier two students. As a team, we will be revisiting our MTSS structure to better allocate resources to support all students based on need. We have allocated funding to support small group interventions for Tier two students.

As we looked through our California Dashboard data, we found that our African American subgroup is performing consistently lower in most areas academically. We found that we did not have any specific strategies or activities that focused on this student group. The group had a high rate of Chronic Absenteeism at 47%. For the 23-24 school year, we will be conducting family home visits to identified students to support families and eliminate barriers to consistent attendance. In addition, we will conduct a root cause analysis to identify needs for these students and will continue to allocate funding toward their identified needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.17%	0.27%	1	1	2
African American	5.7%	6.13%	6.87%	36	37	51
Asian	3.6%	5.13%	11.73%	23	31	87
Filipino	0.3%	0.33%	0.27%	2	2	2
Hispanic/Latino	41.5%	42.88%	38.95%	262	259	289
Pacific Islander	2.1%	1.16%	0.67%	13	7	5
White	41.0%	37.75%	34.77%	259	228	258
Multiple/No Response	2.1%	2.15%	2.02%	13	13	15
Total Enrollment				632	604	742

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	103	110	137
Grade 1	104	102	97
Grade 2	101	101	113
Grade3	90	104	111
Grade 4	107	85	108
Grade 5	127	102	103
Grade 6			73
Total Enrollment	632	604	742

Conclusions based on this data:

1. A slight decline in enrollment at Chase has occurred with a decrease of 28 students overall. However, this data does not reflect 22-23 increases of 6th grade and overall growth exceeding 760 students overall.
2. The percentages in each of the subgroups has remained stable over the prior three years with a moderate decline in the white subgroup. Though our enrollment has decreased overall by 94 students over the 19-20 to 21-22 years we have noticed that our enrollment fluctuates throughout the year. We have seen increases which are not reflected in the data for 21-22. At any given time, we are dropping and adding from 5-10 students monthly. The transient nature of our population is related to poverty, rent shopping, and parents needing to find work or move in with family.

3. Kindergarten enrollment has increased as of the 21-22 school year. This will create a continued need for intervention supports at the primary level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	304	290	360	48.10%	48.0%	48.5%
Fluent English Proficient (FEP)	39	29	60	6.20%	4.8%	8.1%
Reclassified Fluent English Proficient (RFEP)	21	16	26	6.9%	4.92%	7.39%

Conclusions based on this data:

1. As a percentage of the school population, the EL subgroup has remained constant at 48.5%. This is a .5% increase from the previous year. This indicates a continued need for support for all levels of English Learners.
2. The percentage of Initially fluent EL students has increased to 8.1% which indicates slightly more students enrolling in the school with a stronger English foundation.
3. Overall numbers of English Learners has increased by 70 students. Reclassification rates at Chase have increased from 16 in 21-22 to 26 in 22-23. A continued emphasis on monitoring reclassified students will be needed.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	90	111		0	110		0	110		0.0	99.1	
Grade 4	110	89		0	84		0	84		0.0	94.4	
Grade 5	131	109		0	104		0	104		0.0	95.4	
All Grades	331	309		0	298		0	298		0.0	96.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2333.			1.82			10.91			20.00			67.27	
Grade 4		2398.			4.76			15.48			22.62			57.14	
Grade 5		2440.			6.73			14.42			25.96			52.88	
All Grades	N/A	N/A	N/A		4.36			13.42			22.82			59.40	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		3.64			50.91			45.45				
Grade 4		7.14			63.10			29.76				
Grade 5		6.73			60.58			32.69				
All Grades		5.70			57.72			36.58				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.91			28.18			70.91	
Grade 4		1.19			46.43			52.38	
Grade 5		8.65			39.42			51.92	
All Grades		3.69			37.25			59.06	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.45			69.09			25.45	
Grade 4		4.76			77.38			17.86	
Grade 5		4.81			73.08			22.12	
All Grades		5.03			72.82			22.15	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.73			51.82			45.45	
Grade 4		5.95			64.29			29.76	
Grade 5		9.62			57.69			32.69	
All Grades		6.04			57.38			36.58	

Conclusions based on this data:

1. Our goal has been to increase the number of students tested each year and maintain at a level over 95%. For the 21-22 school year, percentage tested increased in all grade levels. Our overall % of students tested was 96.4%.
2. According to this data, our third grade was the lowest performing grade level with 67% of students below grade level overall, indicating a need for additional focus on literacy support for our third grade team, and additional interventions in our students in K-2 focusing on literacy.
3. Over 59% of students in grades 3-5 did not meet standard in overall ELA/Literacy. Fewer students failed to meet standard in the areas of Reading (54%), Writing (53%) although students below standard in Listening (32%) was lower and a relative strength. Student performance was stronger in Research and Inquiry with (36%) below standard. A continued focus on Tier 1 and Tier 2 instruction in literacy is needed.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	90	111		0	110		0	110		0.0	99.1	
Grade 4	110	89		0	88		0	88		0.0	98.9	
Grade 5	131	109		0	107		0	107		0.0	98.2	
All Grades	331	309		0	305		0	305		0.0	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2344.			0.91			10.91			21.82			66.36	
Grade 4		2394.			2.27			12.50			30.68			54.55	
Grade 5		2416.			2.80			4.67			29.91			62.62	
All Grades	N/A	N/A	N/A		1.97			9.18			27.21			61.64	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.64			36.36			60.00	
Grade 4		5.68			34.09			60.23	
Grade 5		2.80			41.12			56.07	
All Grades		3.93			37.38			58.69	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.55			30.00			65.45	
Grade 4		3.41			40.91			55.68	
Grade 5		1.87			43.93			54.21	
All Grades		3.28			38.03			58.69	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.73			51.82			45.45	
Grade 4		6.82			51.14			42.05	
Grade 5		2.80			37.38			59.81	
All Grades		3.93			46.56			49.51	

Conclusions based on this data:

1. With 61% of students in grades 3-5 not meeting standard in Mathematics more intervention is needed. Specifically, students failed to meet standard in the areas of Concepts and Procedures (58%), Problem Solving & Modeling/Data Analysis (58%) and Communicating Reasoning (49%).
2. Our goal has been to test 100% of students. For the 21-22 school year, we increased our percentage tested in all grade levels. The overall rate of 98.7% of students tested remained high.
3. The percentage of students near, at or above standard in Communicating Reasoning is a relative strength nearly 51%, however, continued training and implementation of CGI Math instruction strategies will be important.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1410.9	1411.1		1424.1	1416.1		1379.9	1399.6		55	67	
1	1414.2	1413.5		1434.3	1431.9		1393.5	1394.4		46	59	
2	1450.9	1433.7		1459.0	1449.8		1442.3	1417.2		56	58	
3	1470.6	1447.2		1459.8	1450.5		1480.9	1443.3		40	57	
4	1494.5	1472.2		1494.0	1471.3		1494.6	1472.6		45	43	
5	1509.0	1493.8		1506.7	1493.8		1510.9	1493.3		57	45	
All Grades										299	329	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.45	13.43		34.55	35.82		49.09	28.36		10.91	22.39		55	67	
1	2.17	6.78		19.57	16.95		36.96	32.20		41.30	44.07		46	59	
2	12.50	6.90		30.36	32.76		32.14	29.31		25.00	31.03		56	58	
3	0.00	3.51		35.00	24.56		42.50	35.09		22.50	36.84		40	57	
4	11.11	16.28		44.44	23.26		26.67	37.21		17.78	23.26		45	43	
5	7.02	17.78		42.11	31.11		38.60	28.89		12.28	22.22		57	45	
All Grades	6.69	10.33		34.45	27.66		37.79	31.61		21.07	30.40		299	329	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.91	17.91		41.82	34.33		36.36	25.37		10.91	22.39		55	67	
1	2.17	20.34		41.30	25.42		36.96	28.81		19.57	25.42		46	59	
2	21.43	20.69		25.00	25.86		41.07	41.38		12.50	12.07		56	58	
3	5.00	8.77		47.50	38.60		27.50	29.82		20.00	22.81		40	57	
4	28.89	18.60		37.78	30.23		20.00	37.21		13.33	13.95		45	43	
5	35.09	31.11		43.86	42.22		12.28	6.67		8.77	20.00		57	45	
All Grades	18.06	19.15		39.13	32.52		29.10	28.57		13.71	19.76		299	329	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.27	11.94		12.73	20.90		58.18	40.30		21.82	26.87		55	67	
1	0.00	5.08		19.57	6.78		17.39	20.34		63.04	67.80		46	59	
2	3.57	3.45		35.71	32.76		23.21	18.97		37.50	44.83		56	58	
3	0.00	0.00		25.00	17.54		42.50	35.09		32.50	47.37		40	57	
4	4.44	6.98		22.22	23.26		31.11	37.21		42.22	32.56		45	43	
5	5.26	8.89		21.05	20.00		40.35	33.33		33.33	37.78		57	45	
All Grades	3.68	6.08		22.74	20.06		35.79	30.70		37.79	43.16		299	329	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.27	20.90		81.82	53.73		10.91	25.37		55	67	
1	19.57	23.73		58.70	50.85		21.74	25.42		46	59	
2	17.86	18.97		62.50	65.52		19.64	15.52		56	58	
3	5.00	19.30		67.50	57.89		27.50	22.81		40	57	
4	33.33	34.88		48.89	48.84		17.78	16.28		45	43	
5	14.04	20.00		77.19	57.78		8.77	22.22		57	45	
All Grades	16.05	22.49		66.89	55.93		17.06	21.58		299	329	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.27	22.39		70.91	55.22		21.82	22.39		55	67	
1	8.70	13.56		71.74	62.71		19.57	23.73		46	59	
2	19.64	25.86		67.86	56.90		12.50	17.24		56	58	
3	17.50	24.56		65.00	45.61		17.50	29.82		40	57	
4	40.00	18.60		48.89	60.47		11.11	20.93		45	43	
5	56.14	40.00		36.84	40.00		7.02	20.00		57	45	
All Grades	25.42	23.71		59.87	53.80		14.72	22.49		299	329	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.64	16.42		80.00	56.72		16.36	26.87		55	67	
1	6.52	8.47		28.26	13.56		65.22	77.97		46	59	
2	17.86	6.90		42.86	46.55		39.29	46.55		56	58	
3	0.00	0.00		57.50	38.60		42.50	61.40		40	57	
4	4.44	9.30		53.33	41.86		42.22	48.84		45	43	
5	5.26	11.11		57.89	48.89		36.84	40.00		57	45	
All Grades	6.69	8.81		53.85	41.03		39.46	50.15		299	329	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.36	19.40		49.09	55.22		34.55	25.37		55	67	
1	2.17	0.00		45.65	59.32		52.17	40.68		46	59	
2	10.71	12.07		53.57	53.45		35.71	34.48		56	58	
3	5.00	5.26		77.50	64.91		17.50	29.82		40	57	
4	4.44	13.95		68.89	58.14		26.67	27.91		45	43	
5	5.26	17.78		77.19	55.56		17.54	26.67		57	45	
All Grades	7.69	11.25		61.54	57.75		30.77	31.00		299	329	

Conclusions based on this data:

1. Within the Overall Language Table, there is a relative increase in the number of students in Level 1, specifically in kindergarten where there is an increase from 10% to 22%. The percentage of students scoring at the Level 1 overall has increased by from 21% to 30% in the 21-22 school year.
2. Listening and Speaking continue to be the strongest areas of ELD for EL students at Chase with over 77% somewhat, moderately or well-developed school wide, however there is a slight increase in the percentage at the beginning level in these areas. A continued focus on presentation literacy will support continued improvement in this area.
3. Reading and writing have over 40% and 26% of students at the beginning level in 5th grade. Small group support is still needed for EL students to develop foundational language skills.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
604	66.2	48.0	0.2
Total Number of Students enrolled in Chase Avenue 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	290	48.0
Foster Youth	1	0.2
Homeless	5	0.8
Socioeconomically Disadvantaged	400	66.2
Students with Disabilities	87	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	6.1
American Indian	1	0.2
Asian	31	5.1
Filipino	2	0.3
Hispanic	259	42.9
Two or More Races	13	2.2
Pacific Islander	7	1.2
White	228	37.7

Conclusions based on this data:

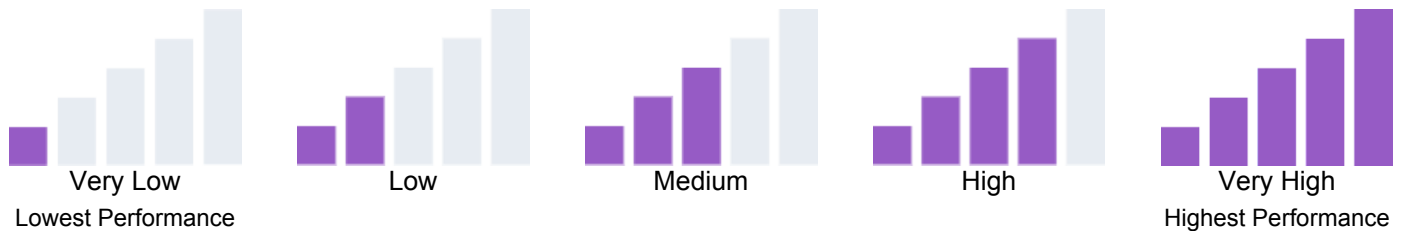
1. Students with disabilities are 14.4% of the total enrollment and continue to be a student group that has identified need with academic performance. More training for staff is needed to address specific learning needs of students with disabilities.
2. With 290 students identified as English Learners, accounting for nearly 48% of total enrollment, there continues to be a need to support students with additional resources and instructional strategies focusing on language development. Although not yet reflected in the dashboard, the current EL numbers have increased to 360 which further indicates a need for these supports.
3. The subgroup of socially disadvantaged students represents 66% of the school enrollment. Students will need additional access to resources and staff to support school readiness.

School and Student Performance Data

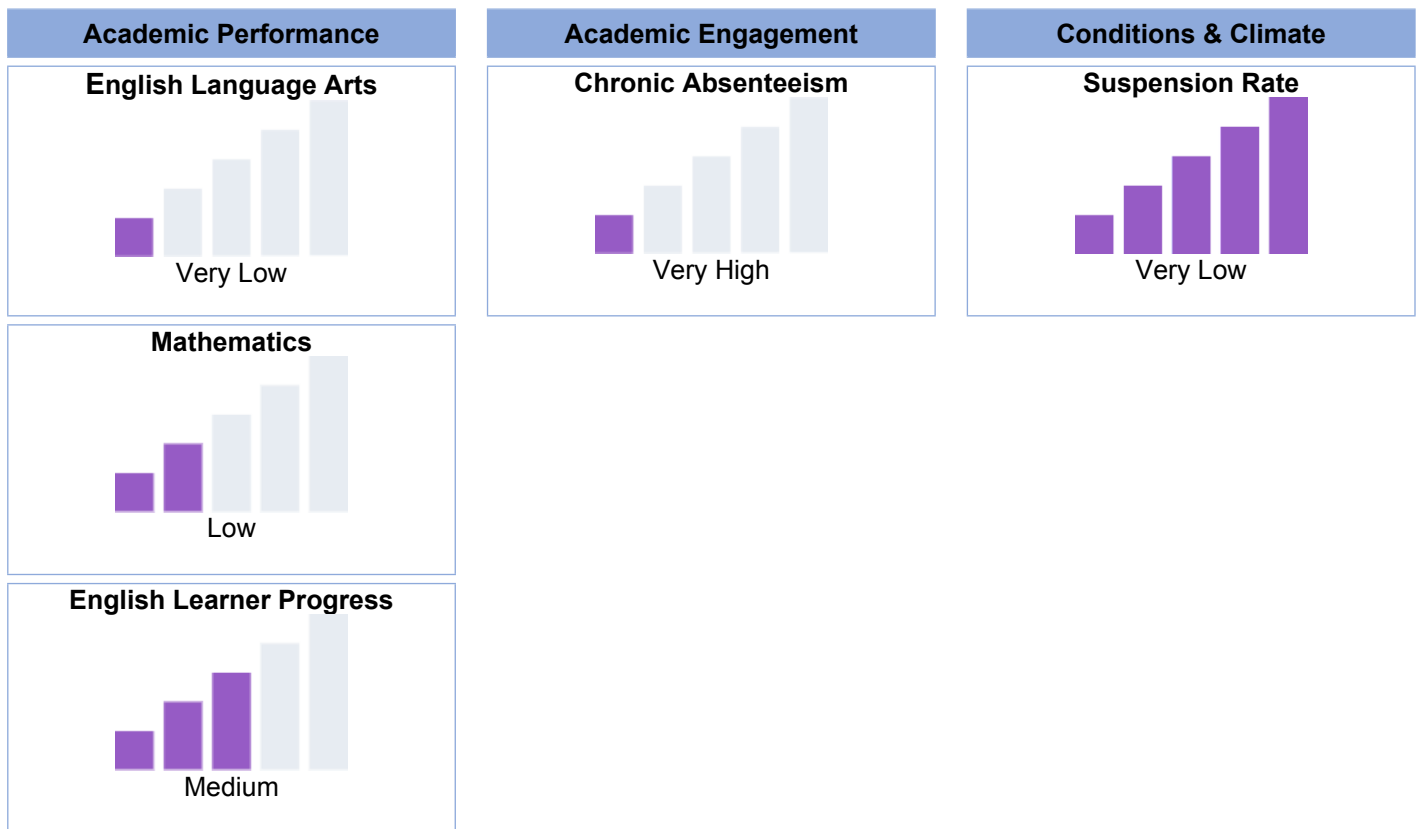
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. ELA and Mathematics are indicated as Very Low and Low respectively. This is an area needing improvement for all grade levels and subgroups.
2. In the 21-22 dashboard, Suspension Rate is in the Very Low level which is desired. Although the suspension rate has remained low this is still an identified need and will be addressed in our student well-being program school wide.

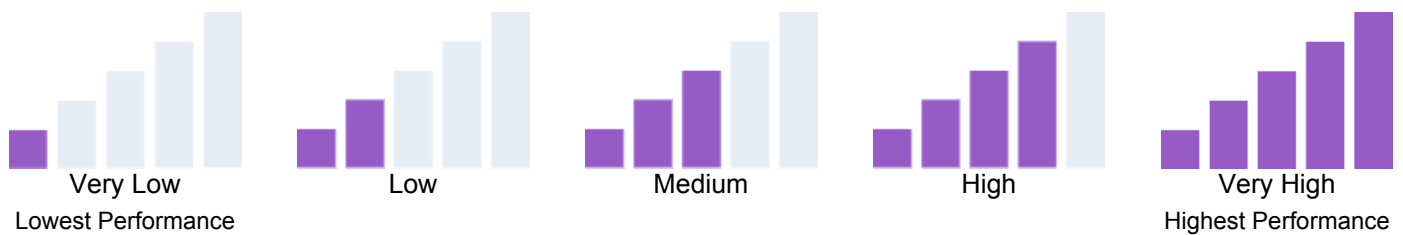
3. Chronic Absenteeism is an area of concern. Chronic Absenteeism is within the Very High level based on state indicators. There needs to be a continued focus on interventions to address inconsistent attendance.

School and Student Performance Data

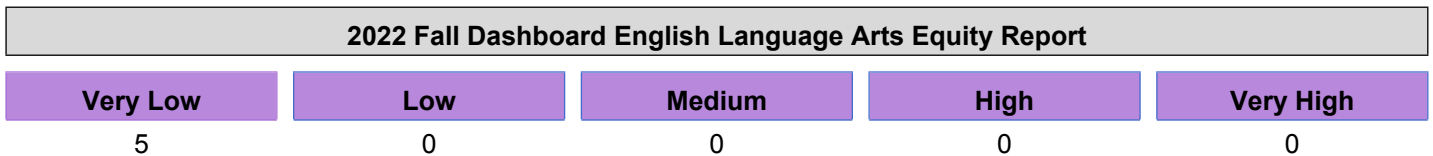
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

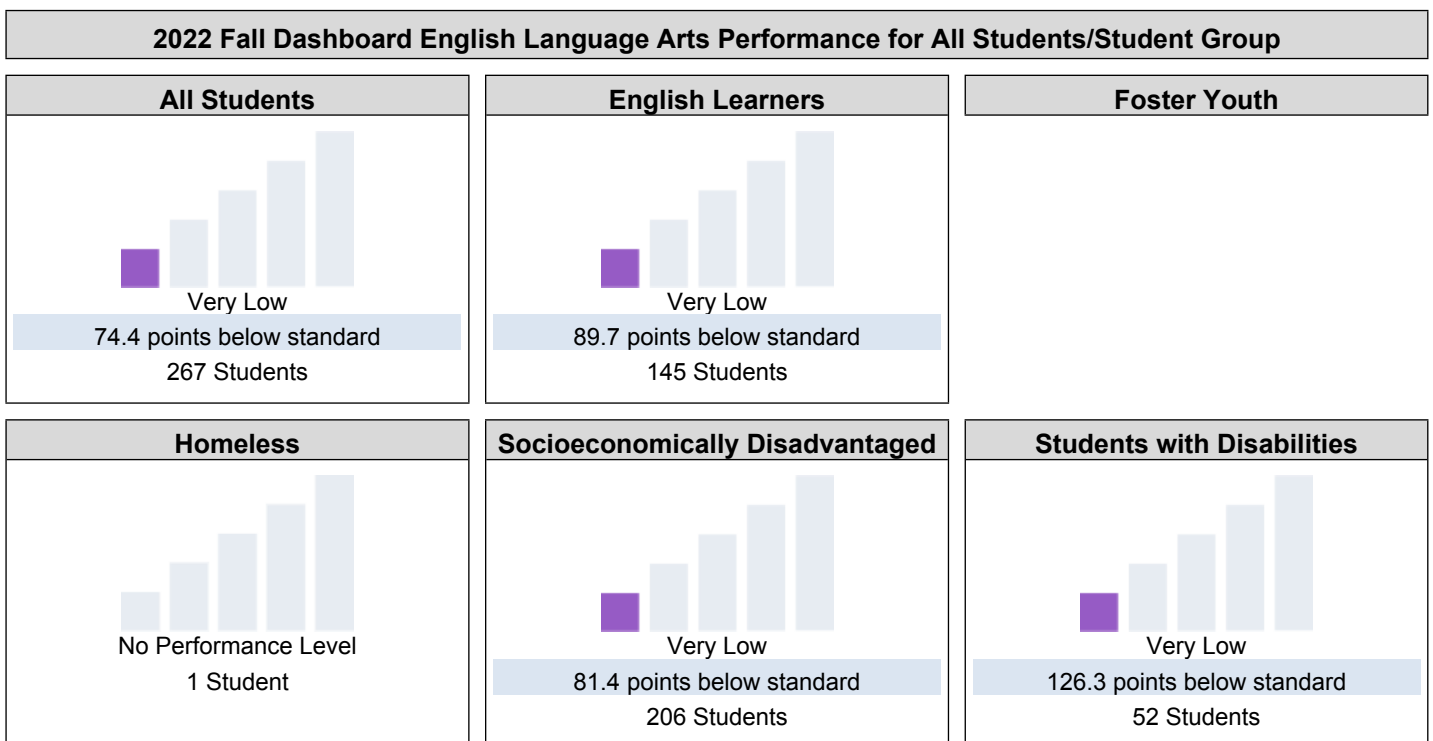
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



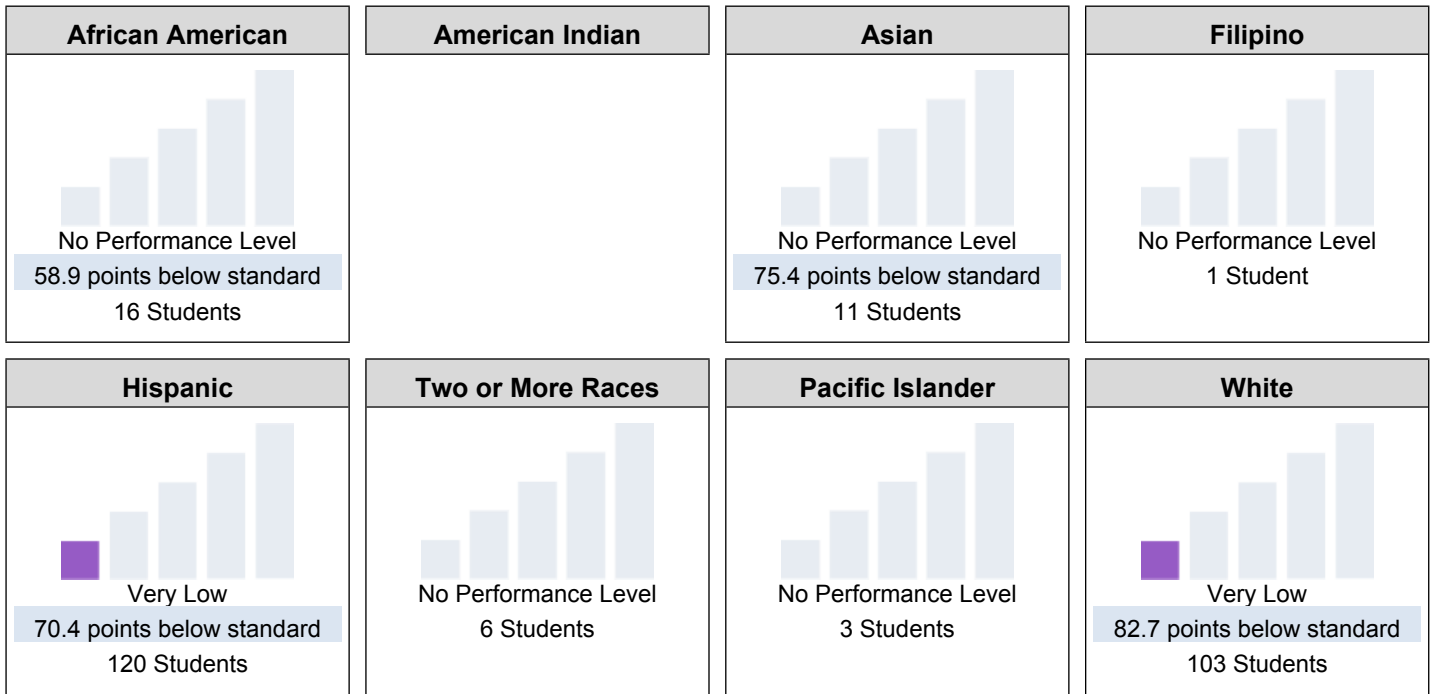
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.6 points below standard 116 Students	6.3 points below standard 29 Students	55.8 points below standard 118 Students

Conclusions based on this data:

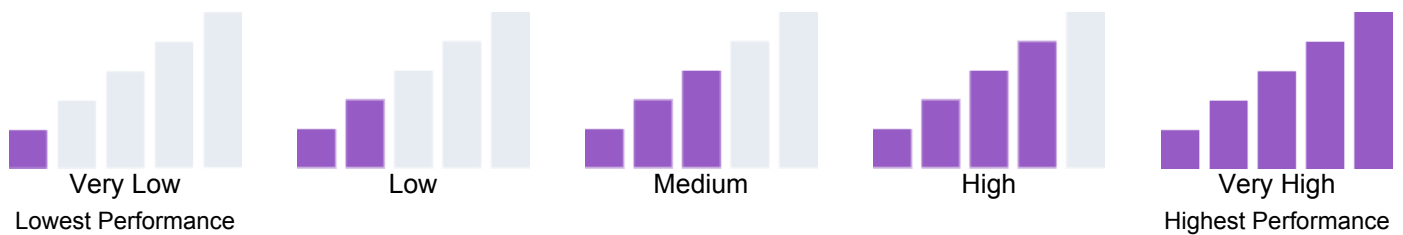
1. According to this data, our English Learners and Students with Disabilities are our lowest performing student groups, indicating a need for additional focus on literacy support for our English Learners and training for staff working with students with disabilities.
2. The African American and Hispanic subgroups performed at 58 and 70 points below standard. The Hispanic and White subgroups have an indicator on the dashboard of Very Low. This would indicate a need for more intervention in the area of ELA for all students.

School and Student Performance Data

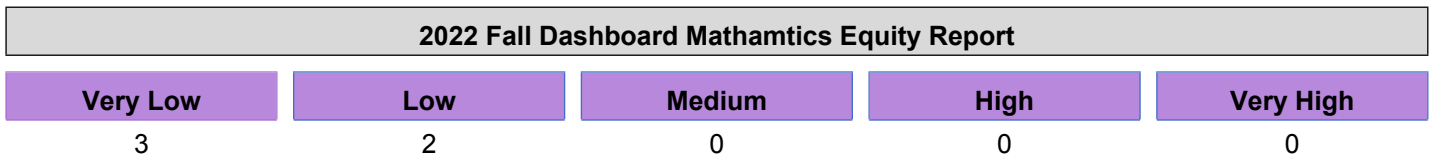
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

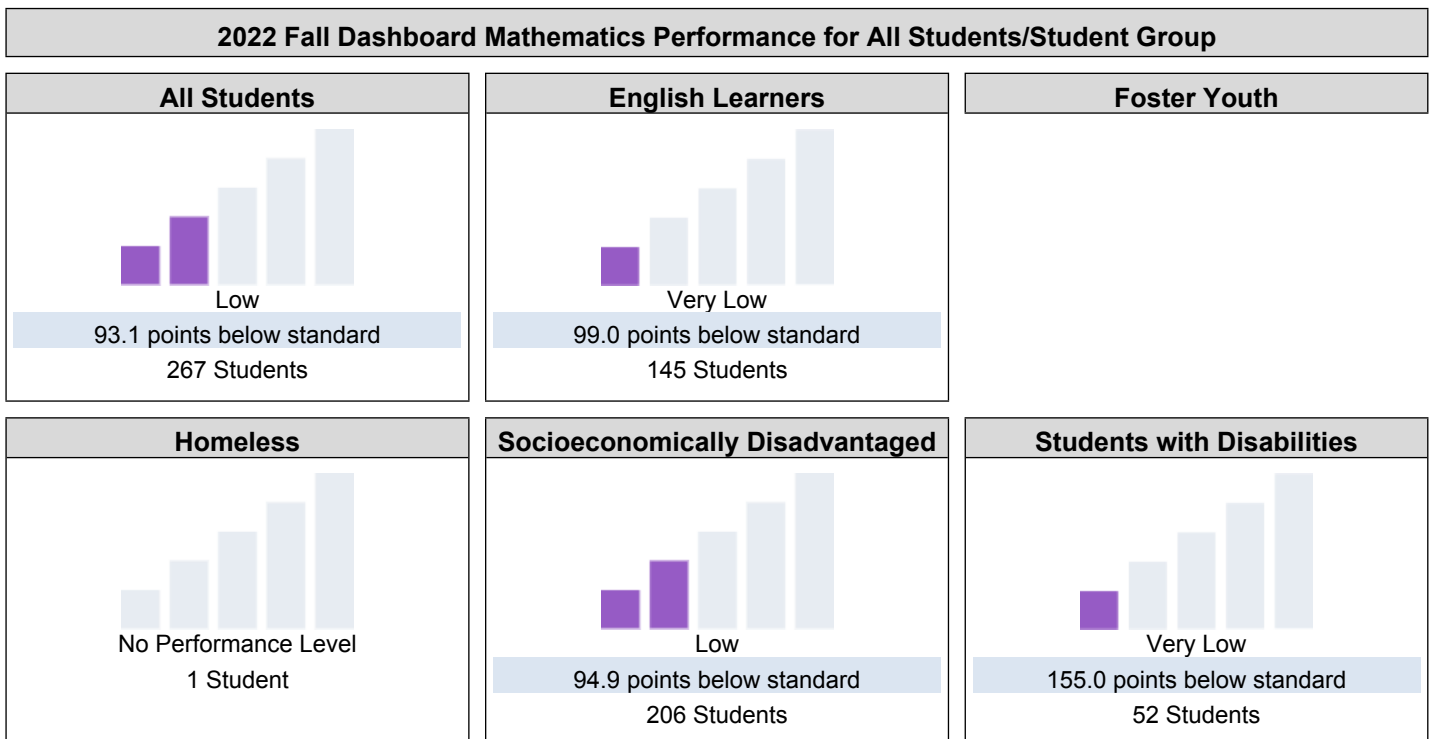
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



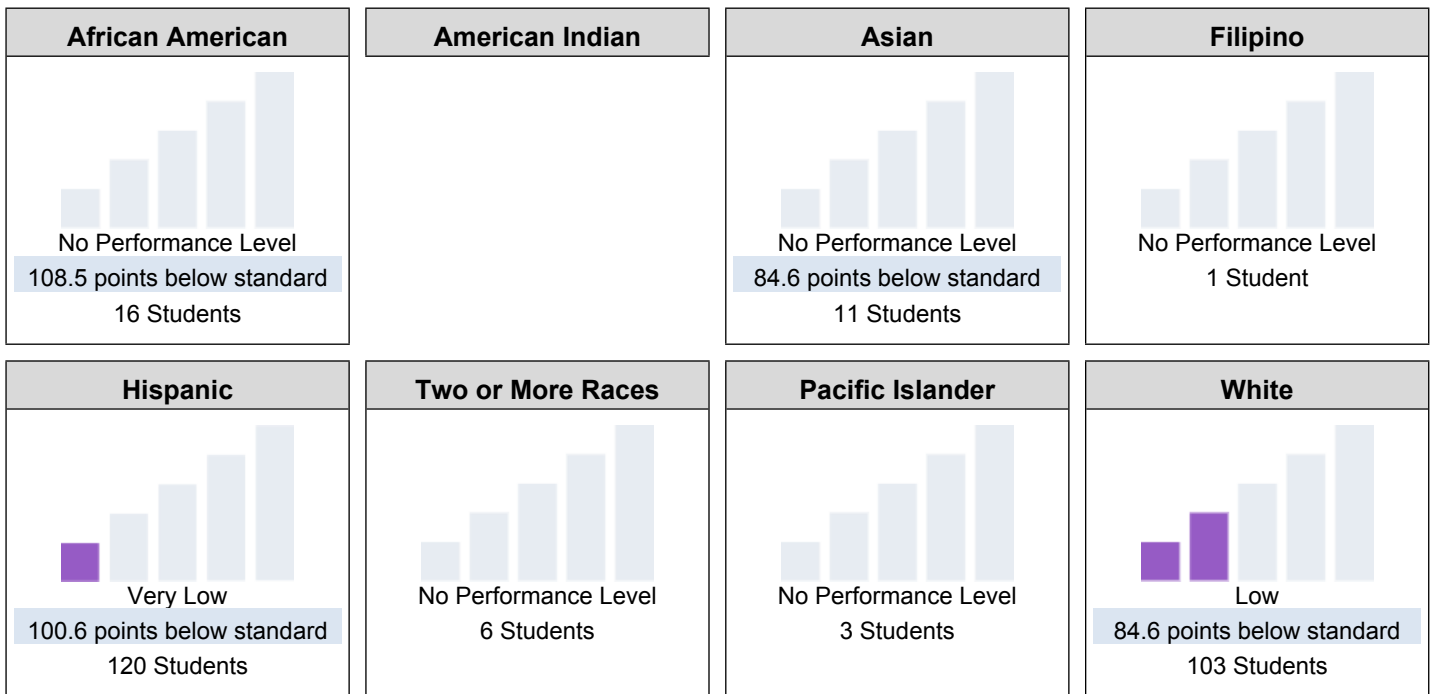
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>115.0 points below standard 116 Students</p>	<p>34.9 points below standard 29 Students</p>	<p>87.5 points below standard 118 Students</p>

Conclusions based on this data:

1. According to this data all English Learners subgroups are performing below standard. However, Reclassified English Learners are just 34 points below standard which would indicate Mathematics is a relative strength.
2. The subgroup Students With Disabilities is 155 points below standard. Continued emphasis on this subgroup will be needed as they continue in the Very Low level. A focus for training in CGI strategies should be prioritized.

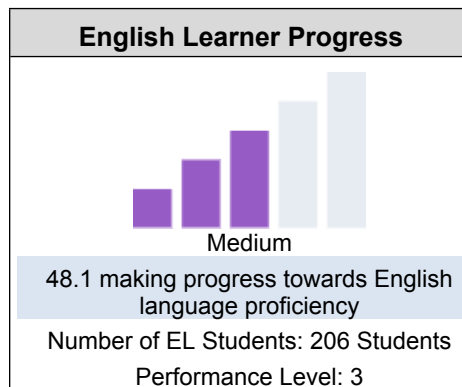
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
20.9%	31.1%	0.0%	48.1%

Conclusions based on this data:

- 206 students are considered English Learners with 48.1% making progress towards proficiency. Continued emphasis on English language development is needed. This data has remained the same over the last 2 years.
- Approximately 40 students decreased an ELPI level, indicating risk of LTEL status in the future. Intentional data collection is needed to determine which students are at risk of becoming an LTEL in order to plan effective interventions. Continued LTEL monitoring and intervention support is needed.
- 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 Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

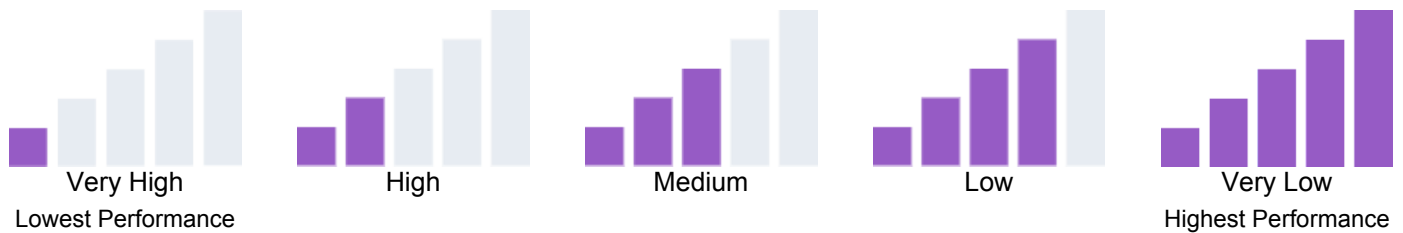
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School and Student Performance Data

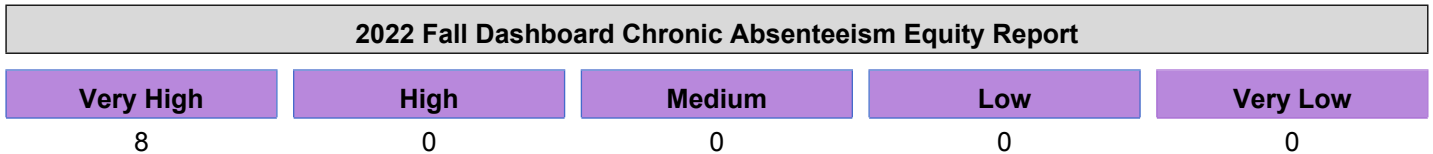
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

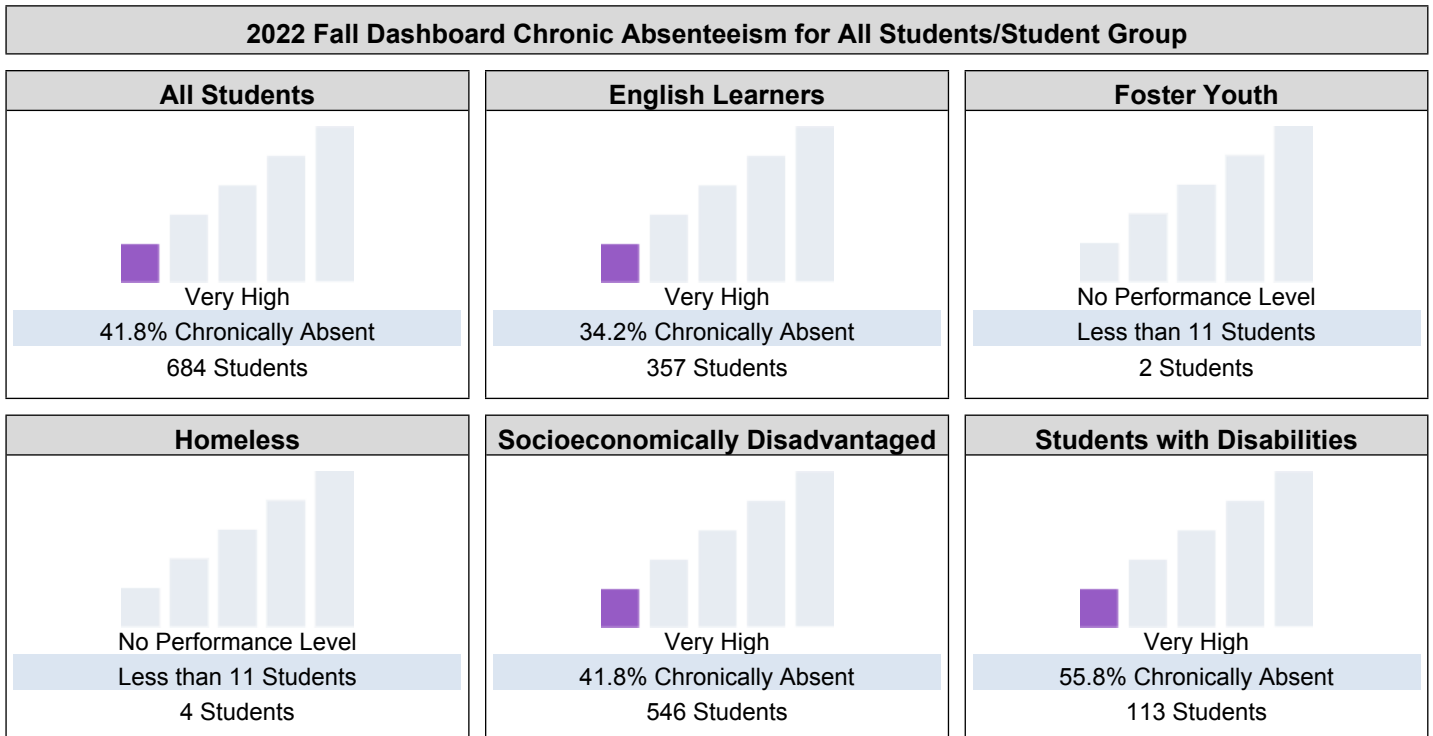
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



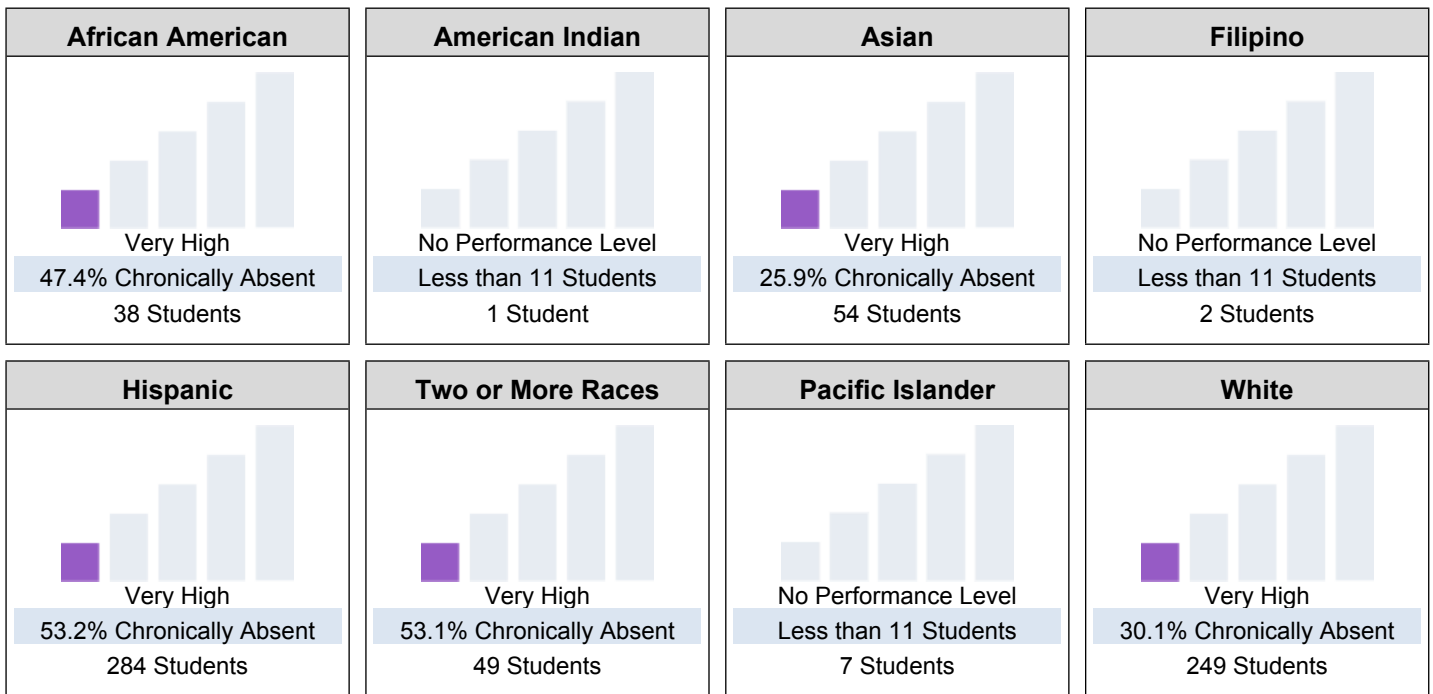
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- Overall there was an increase in the percentage of students chronically absent school wide. This includes students in all subgroups.
- There was a larger increase in the Students with Disabilities, Hispanic and Two or More Races subgroups who were chronically absent at over 50% of students represented in each of those groups. Ongoing efforts by the school support team to engage all students and families will need to continue.

School and Student Performance Data

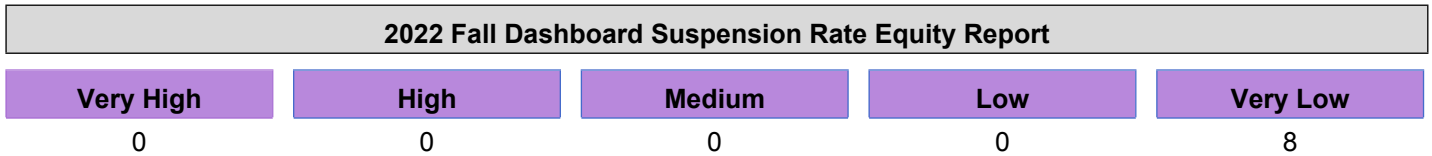
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

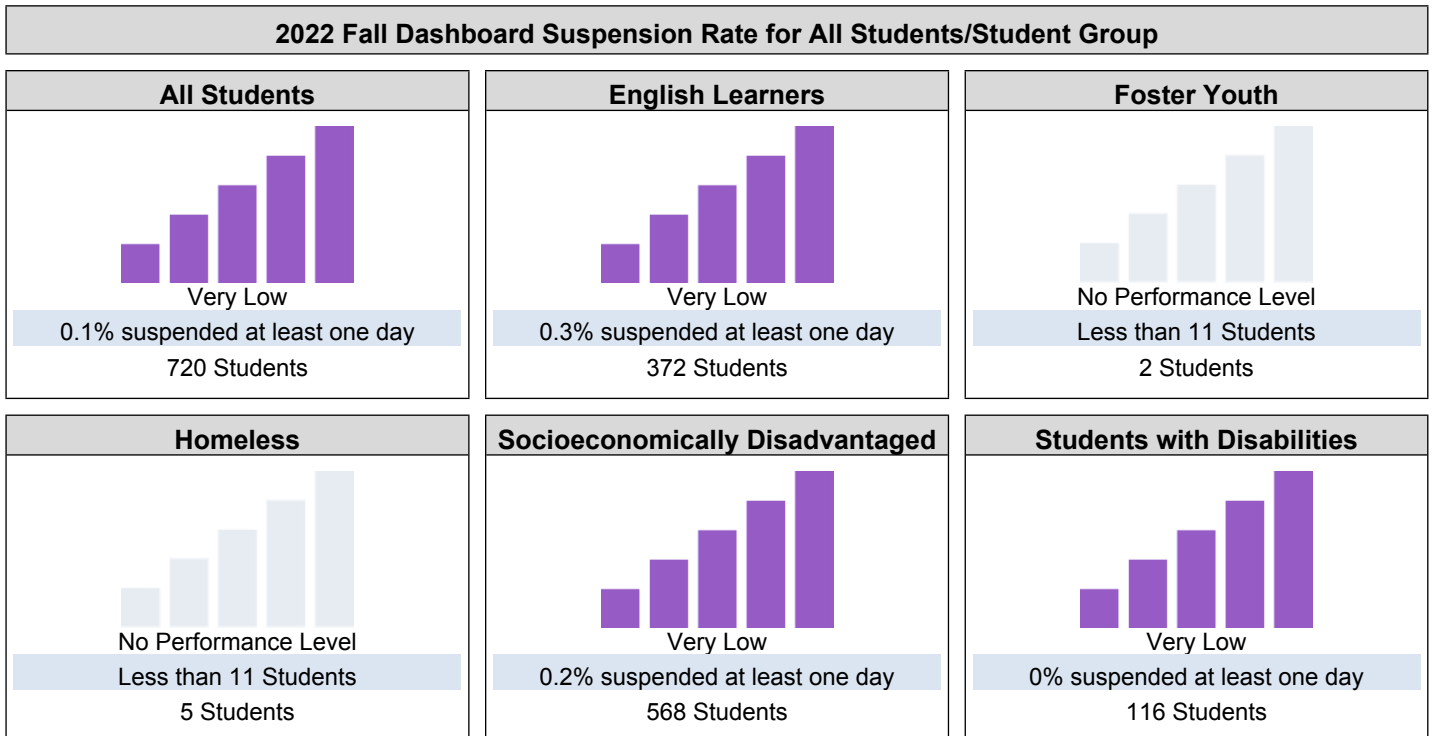
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



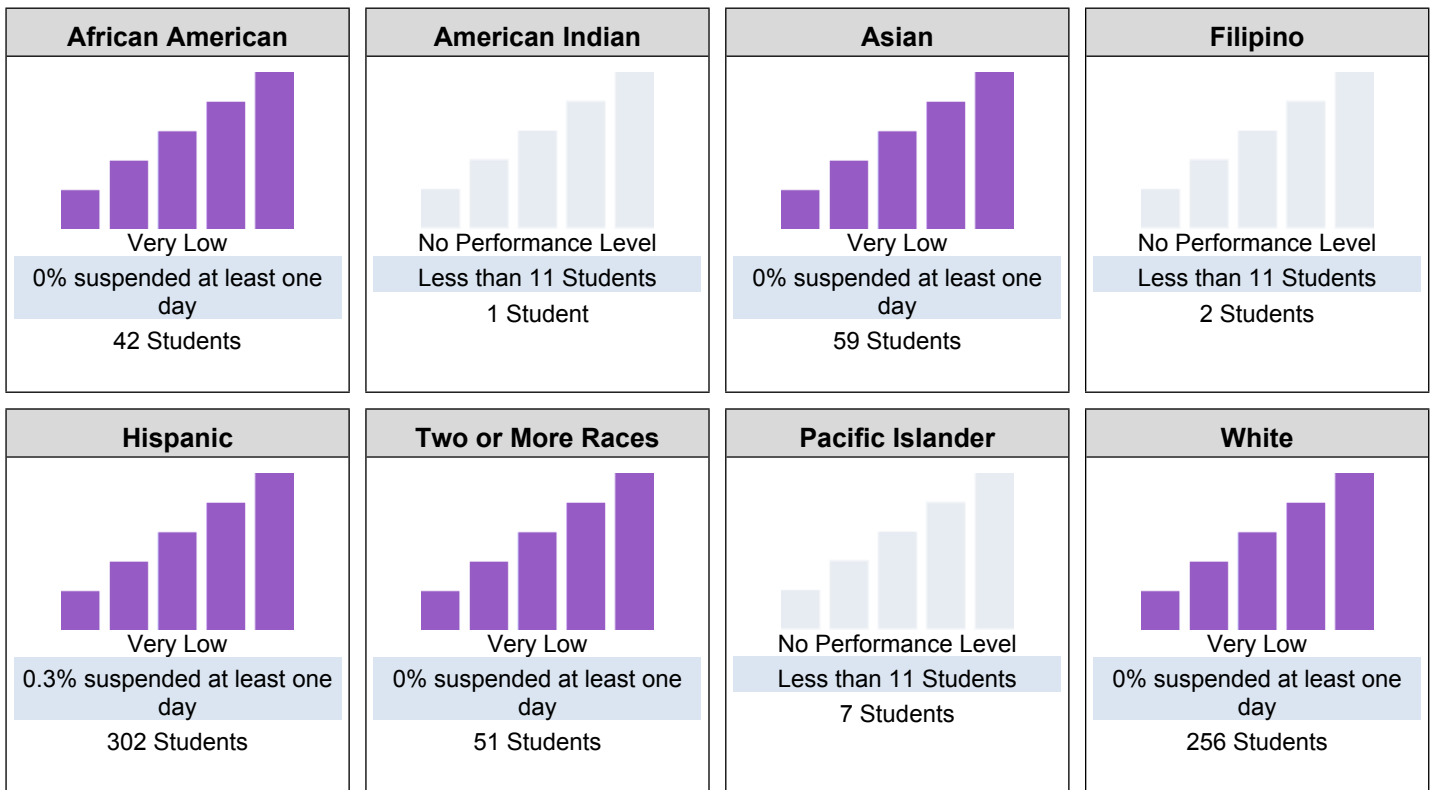
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates have remained low school wide for the previous 3 years.
2. Approximately 6 students were suspended in the previous year so it is difficult to draw conclusions based upon such small sample.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	39	43	40
Tier 3 % of students (Two or More Grade Levels Below)	26	46	38

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	43	35	40
Tier 3 % of students (Two or More Grade Levels Below)	36	63	51

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	40	43	40
Tier 3 % of students (Two or More Grade Levels Below)	25	48	39

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	26	27

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	51	71	63

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	38	36	37
	Tier 3 % of students (Two or More Grade Levels Below)	44	53	44
Black or African American	Tier 2 % of students (One Grade Level Below)	28	40	33
	Tier 3 % of students (Two or More Grade Levels Below)	23	48	40
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	38	47	42
	Tier 3 % of students (Two or More Grade Levels Below)	26	44	35

Conclusions based on this data:

1. A small percentage of Tier 1 students is represented in each subgroup. The majority of all students are represented in Tier 1 or Tier 2. Therefore, a robust intervention support is needed.
2. From Diagnostic #1 to #2 reductions were seen in most Tier 3 (two or more grade levels below) percentages ranging from 8-12%. However, the data indicates that students at or above grade level is 22% for all students. Continued interventions and training in literacy is needed.
3. English Learner subgroup had 51% of students in Tier 3 (two or more grade levels below) at Diagnostic #2. The Students with Disabilities subgroup had 63% in Tier 3. Continued emphasis is needed in ELA intervention for EL students and Students with Disabilities.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	49	55
English Learner % of Students On Track to Meet Typical Growth Goal	45	64
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	49	55
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	51	57

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	39	56
Black or African American % of Students On Track to Meet Typical Growth Goal	52	62
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	50	59

Conclusions based on this data:

1. The percentage of students in the subgroups shows increases for each subgroup from Diagnostic #3 to Diagnostic #2. However, 20% fewer students are on track compared to the goal of 70%
2. The Socioeconomically Disadvantaged and Students with Disabilities subgroups had a slightly lower % of students making typical growth than all students and English Learner subgroup.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	48	46	53
Tier 3 % of students (Two or More Grade Levels Below)	27	50	36

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	51	38	49
Tier 3 % of students (Two or More Grade Levels Below)	33	61	46

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	50	46	54
Tier 3 % of students (Two or More Grade Levels Below)	25	50	37

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	38	25	37

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	49	73	57

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	52	34	47
	Tier 3 % of students (Two or More Grade Levels Below)	44	58	43
Black or African American	Tier 2 % of students (One Grade Level Below)	57	38	55
	Tier 3 % of students (Two or More Grade Levels Below)	37	56	40
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	54	50	56
	Tier 3 % of students (Two or More Grade Levels Below)	42	46	33

Conclusions based on this data:

1. Increases between 5-24% were observed in most subgroups in Tier 1 (on grade level) from Diagnostic #2 to Diagnostic #3
2. The EL, Hispanic and Students with Disabilities subgroups show increases from Diagnostic #1 to Diagnostic #2. However, students in these subgroups will need continued intervention in Math including teacher training in CGI Math instruction.
3. Data from Diagnostic #2 shows a general decrease in the % of students in Tier #3 for all groups.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)

21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	39	54
English Learner % of Students On Track to Meet Typical Growth Goal	40	55
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	39	54
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	36	66

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	40	49
Black or African American % of Students On Track to Meet Typical Growth Goal	33	58
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	42	53

Conclusions based on this data:

1. Student groups scored similarly with 54% making typical growth on Diagnostic #2. More intervention is needed in the area of Math.
2. The subgroup with a relative higher % was the Black or African American subgroup at 58%. All subgroups will need continued intervention.
3. The Students with Disabilities subgroup had 66% of students on track to make typical growth. Increased data monitoring and small group intervention is needed.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	36	41	23
19-20 Parent Survey	42	36	22
20-21 Parent Survey	61	34	5
21-22 Parent Survey	53	43	4

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.50	86	14
I feel proud to be a parent at my child's school.	4.68	95	5
This school is perfect for my child.	4.53	91	9

Conclusions based on this data:

1. Slightly fewer parents who responded to the Gallup survey indicated that "...school always delivers on what it promises." compared to responses for the other questions. Communication can be improved to ensure parents have accurate information.
2. Parents indicated that they feel proud of their school. (95%). Continued work on branding is needed to increase this percentage.
3. 5% of parents are actively disengaged. This is a much reduced percentage dropping from 22% the previous year.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	79	21	
19-20 Student Survey	65	35	
20-21 Student Survey	59	41	
21-22 Student Survey	58	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Chase Avenue Elementary School Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.12	3.89
At this school, I get to do what I do best every day	3.79	3.55
My teachers make me feel my schoolwork is important	4.04	4.01
I feel safe in this school.	4.04	3.84
I have fun at school.	4.24	3.77
I have a best friend at school	4.65	4.44
In the last seven days, someone has told me I have done good work at school.	3.82	3.58
In the last seven days, I have learned something interesting at school.	4.16	3.82
The adults at my school care about me.	4.16	3.91
I have at least one teacher who makes me excited about the future.	4.21	4.02

Chase Avenue Elementary School

Conclusions based on this data:

- Two areas averaged below a 4 on Gallup Student data: "I get to do what I do best every day." ; "In the last 7 days someone has told me that I do good work at school." ; These two areas are related to engagement and feedback practices in the classroom. A continued emphasis on identifying students' interests and giving consistent, personalized feedback is needed.
- Comparing the data from District to the school site is shows that on only one question: "I have a best friend at school." the site data is lower than the District scores. A continued emphasis on social emotional learning and building peer relationships is needed.
- In general, the overall engagement at Chase averaged higher than 4 at 4.09. This data suggests that the SEL work and efforts around creating a sense of belonging have been effective.

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

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a Modern Curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, 95% of all students including Hispanic, Students with Disabilities, English Learners and Socioeconomically Disadvantaged subgroups in Grades K-6 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase student engagement score by 5%. By June 2024, we will decrease our chronic absenteeism by 10% by ensuring each student on campus has an adult mentor.

Identified Need

Student engagement is a prerequisite to academic achievement. Data from student engagement surveys indicates a need for students to be able to engage in areas where they have interests and strengths. Based upon the California Dashboard we are an ATSI school under Chronic absenteeism (41.8%). This is a barrier to student achievement for all students including African American, Asian, Two or More Races, English Learner and Students with Disabilities, and Hispanic subgroups. English language acquisition is critical to success academically across subject areas. Data from ELPAC and reclassification rates indicates that English Learners at Chase Avenue need targeted support to increase language development and be able to reclassify as fluent English proficient more quickly. Most recently, 5.8% of English Learners were reclassified in 22-23 school year. Currently there are 33 students at risk of becoming long-term English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	5.8%	10%
LTELS (CDE data)	33 students	40 students
Chronic Absenteeism: all students	All students 41.8% Hispanic subgroup 53.2% English Learner subgroup 34.2% Students with Disabilities 55.8%	All students 8% Hispanic subgroup 8% English Learner subgroup 8% Students with Disabilities 8%
Beable RIASEC Interest Survey	As of May 2023, 81% of students have completed the RIASEC Survey.	By June 2024, 95% of students will complete the RIASEC Survey on Beable. (Grades 2-8)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Gallup Poll: "At this school I get to do what I do best every day"	2023 Student Gallup Poll "At this school I get to do what I do best every day" Mean score: 3.79	By June 2024, Student Gallup Poll "At this school I get to do what I do best every day" Mean score: 4.00
Beable Modern Curriculum Course Completion	Currently, 94% of students have claimed their Beable accounts.	By June 2024, 100% of students will complete assigned Modern Curriculum courses in Beable.
TedxKids@EICajon Site Club	All students were offered participation in Presentation Literacy activities.	By June 2024, Chase will have 30 students participate in the Chase Tedx Club.
Teacher Professional Learning: Modern Curriculum	We will be tracking course completion starting in the 22-23 school year using the Alludo platform.	By June 2024, 100% of certificated staff, including new staff, will complete required Beable Academy "World of Work" course.

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 including English Learners

Strategy/Activity

Teachers will work with Instructional Coach and Facilitator to provide targeted small group instruction for English Learner students weekly. iReady data will be reviewed by the team every 6 weeks and interventions will target domains identified by present levels. Identified students at risk of becoming long term English Learners will be provided with additional small group instruction utilizing specific resources to support English language development. Teachers will attend professional learning to learn effective small group instruction strategies.

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)

80000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Instructional Coach

1320	S/C 1000-1999: Certificated Personnel Salaries Teacher release
1000	S/C 1000-1999: Certificated Personnel Salaries Additional Time Before or After School
57000	S/C 1000-1999: Certificated Personnel Salaries Facilitator
42000	Title I 1000-1999: Certificated Personnel Salaries Support Teacher
1000	Title I 1000-1999: Certificated Personnel Salaries additional time for collaboration
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures travel and conference fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including Hispanic, Students with Disabilities, English Learners and Socioeconomically Disadvantaged subgroups

Strategy/Activity

Tutoring will be offered to students in ELA and Math before and after school. Students will be grouped by academic need and progress will be monitored at 6 week intervals and reviewed by support team monthly.

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)
1000	S/C 1000-1999: Certificated Personnel Salaries Additional Time Before and After School
500	S/C 4000-4999: Books And Supplies leveled readers
500	S/C 2000-2999: Classified Personnel Salaries additional time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Students with Disabilities

Strategy/Activity

Instructional Coach will provide training for teachers in strategies for use with students with disabilities who are English Learners in small groups to support language development.

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)
20000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
1044	S/C 1000-1999: Certificated Personnel Salaries additional time
1000	Title I 4000-4999: Books And Supplies books for classroom libraries
1000	Title I 1000-1999: Certificated Personnel Salaries additional time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will attend training and implement hands-on science activities with students to increase student engagement and achievement on State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Supplies for science activities
1000	S/C

	5800: Professional/Consulting Services And Operating Expenditures Conference Fees and Expenses
1000	S/C 4000-4999: Books And Supplies Maker Space and Science supplies
500	Title I 4000-4999: Books And Supplies Printers for student use

Annual Review

SPSA Year Reviewed: 2022-23

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.

Small group instruction is consistently in place at 80% across grade levels. The Instructional Coach continued to focus on working with staff to engage students with disabilities utilizing effective, research-based strategies. Coaching happened regularly and the coach met with Education Specialists to provide professional development 3 times during the year. iReady data was reviewed by the team every 6 weeks and interventions targeted domains identified by present levels. Identified students at risk of becoming long term English Learners were provided with additional weekly small group instruction utilizing specific resources to support English language development. Teachers will attend professional learning to learn effective small group instruction strategies.

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

Additional materials were purchased to provide engaging, hands-on experiences in Science and World of Work. Additional funding was allocated for teacher collaboration and time for family home visits to reduce chronic absenteeism.

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.

Additional small group support will be offered for students who are struggling and will be provided by support teachers and facilitators. This can be found in activity 2 and 3 in the school plan.

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

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Chase Avenue Elementary will increase parent, staff and student engagement by 10% as measured by the annual Gallup surveys. By September 2023, all classrooms will implement social emotional learning curriculum daily for 15 minutes. By June 2024, chronic absenteeism for all students will decrease 10%, with a focus on decreasing for English language learners, socio-economically disadvantaged, African American and students with disabilities subgroups.

Identified Need

Information from parent, student and staff surveys indicates a continued need to engage all groups intentionally at Chase Avenue Elementary. Data indicates a need for continued support of students' social-emotional well-being. The percentage of students experiencing chronic absenteeism during the pandemic increased and a continued focus on school attendance with our parent education workshops will be needed. All students, including the following student groups: African American, Asian, Hispanic, Students with Disabilities and English Learners and Two or More Races are designated as Very High on the California Dashboard in Chronic Absenteeism and will require increased engagement interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey	21-22 Staff Engagement 53%	22-23 Staff Engagement 75%
Gallup Student Survey	22-23 Student Engagement 62% "In the last seven days, someone has told me I have done good work at school." Mean: 3.77	By June 2024 Student Engagement 75% "In the last seven days, someone has told me I have done good work at school." Mean: 4.00
Gallup Parent Survey	22-23	By May 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parent Engagement 46% (Fully Engaged) Overall Parent Engagement Mean: 4.31	Parent Engagement will increase to 75% (Fully Engaged) Overall Parent Engagement Mean: 4.70
Parent Workshops	22-23 Community Liaison and Staff offered 40 in person and virtual parent workshops 24 Parent University Sessions were offered to parents	By June 2024 Increase in person parent workshops to 15 per year, focused on identified needs of chronic absenteeism and parent engagement. Increase Parent University offerings to 48 sessions.
Chronic Absenteeism: California Accountability Dashboard and Local Data	2023 All Students 41.8% Hispanic subgroup 53.2% English Learners subgroup 34.2% Students with Disabilities subgroup 55.8%	By May 2024 Chronic Absenteeism will be reduced to 8% for all students including the Hispanic, English Learner and Students with Disabilities subgroups

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 including African American, Asian, Hispanic, Students with Disabilities, English Learners and Socioeconomically Disadvantaged and Two or More Races subgroups

Strategy/Activity

Counselor, Facilitator and Liaison will hold parent workshops monthly to engage and inform parents on the importance of regular attendance. The facilitator will identify and assist in recruiting parents of English language learners and students with disabilities subgroups. Monthly monitoring and parent contacts will be made by staff to help families increase consistent school attendance. A Health Assistant will provide direct service to students who visit the health office to support consistent attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25243	Title I 2000-2999: Classified Personnel Salaries Liaison
10000	Title I 1000-1999: Certificated Personnel Salaries Facilitator
100	S/C 4000-4999: Books And Supplies Materials for parent workshops
4318	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Liaison
46650	Title I 1000-1999: Certificated Personnel Salaries Counselor
500	S/C 1000-1999: Certificated Personnel Salaries Additional Time outside of contract hours
40000	Title I 2000-2999: Classified Personnel Salaries 5 hour Health Assistant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including English Learners

Strategy/Activity

Teachers will work with Instructional Coach to lead students in daily social-emotional learning activities to increase student engagement and build community within the classroom. Staff will utilize strategies such as the use of visual supports, print resources and specialized vocabulary instruction to support EL students as they participate in SEL lessons.

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)
100	S/C 4000-4999: Books And Supplies Materials and books to support SEL lessons
30468	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
500	S/C

	1000-1999: Certificated Personnel Salaries Additional time for training
1000	S/C 1000-1999: Certificated Personnel Salaries Additional time for collaboration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including African American, Asian, Hispanic, Students with Disabilities, English Learners and Socioeconomically Disadvantaged and Two or More Races subgroups

Strategy/Activity

Instructional Coach and Counselor will facilitate student led monthly Character Education assemblies centered around Chase Virtues. Additionally, school attendance will be recognized and celebrated with monthly attendance awards. Additional Campus Supervision will be provided to reinforce Chase Virtues on the playground.

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)
5000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
500	S/C 4000-4999: Books And Supplies awards and recognition resources
16,500	S/C 2000-2999: Classified Personnel Salaries Campus Aides- Additional time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including African American, Asian, Hispanic, Students with Disabilities, English Learners and Socioeconomically Disadvantaged and Two or More Races subgroups

Strategy/Activity

Support Team will identify students twice monthly with chronic absenteeism and conduct parent meetings and home visits to support families and eliminate barriers to consistent school attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	S/C 1000-1999: Certificated Personnel Salaries additional time
500	S/C 2000-2999: Classified Personnel Salaries additional time

Annual Review

SPSA Year Reviewed: 2022-23

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.

Parent University was offered to over 50 parents this year in multiple languages to increase parent connections and engagement. Our Support Team identified students with chronic absenteeism and staff made home visits to encourage family engagement and improved attendance. Over 30 home visits were completed. All teachers engaged students in daily well-being activities, including activities modeled by instructional coaches targeting effective EL strategies.

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

Character education assemblies as well as attendance incentives were restarted this year. We also supported SEL through virtual classroom activities, daily morning "Tiger Talk" and recorded video presentations.

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

In activity #1, we have focused on parent workshops to help families remove barriers to consistent attendance. Attendance was the focus of parent workshops and home visits. The number of students considered chronically absent is much larger than pre-pandemic years and efforts to prioritize support were made due to staff limitations.

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

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

At Chase Avenue Elementary, all students will excel in reading, listening, speaking, and mathematics. By June 2024, 70% of all students will meet their Typical Growth goal on iReady Diagnostic #3. In addition, 60% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

Identified Need

Students at Chase Avenue struggle in both language arts and math on the CAASPP, and less than 50% of our English Learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2023 (iReady Diagnostic #2), 26% of students are at or above grade level in ELA and 12% of students are at or above grade level in math. On that same assessment in February of 2023, 12% of our English Learners were on track to make one year's growth in ELA, compared with 28% of our non-English Learner students. In February of 2023, 30% of our African American students were on track to make one year's growth in ELA and 13% of our African American students were on track to make one year's growth in math. The Hispanic subgroup showed that

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	17.78% meeting standard	32% meeting standard
CAASPP Math	11.15% meeting standard	27% meeting standard
iReady Diagnostic Results (ELA)	As of Diagnostic #3 2023: All Students Tier 1(On/Above Grade Level): 34% Tier 2(One Grade Level Below): 34% Tier 3(Two or More Grade Levels Below): 32%	On Diagnostic #3 (June 2024), 50% of students will be in Tier 1.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Results (Math)	As of Diagnostic #3 2023: All Students Tier 1(On/Above Grade Level): 24% Tier 2(One Grade Level Below): 46% Tier 3(Two or More Grade Levels Below): 30%	On Diagnostic #3 (June 2024), 50% of students will be in Tier 1.
iReady Diagnostic Results (ELA): English Learners	As of Diagnostic #3 2023: EL Tier 1(On/Above Grade Level): 21% Tier 2(One Grade Level Below): 36% Tier 3(Two or More Grade Levels Below): 43%	On Diagnostic #3 (June 2024), 50% of EL students will be in Tier 1.
iReady Growth Results (ELA)	As of June 2023, 51% of students were “on track” to make typical growth by the end of the year.	By Diagnostic #3 (June 2024), 75% of students will meet their “Typical Growth” goal.
iReady Growth Results (Math)	As of June 2023, 39% of students were “on track” to make typical growth by the end of the year.	By Diagnostic #3 (June 2024), 75% of students will meet their “Typical Growth” goal.
iReady Growth Results (ELA) - English Learners	As of June 2023, 51% of English Learners were “on track” to make typical growth by the end of the year.	By Diagnostic #3 (June 2024), 60% of English Learners will meet their “Typical Growth” goal.
Chronic Absenteeism	2023 All Students 41.8% Hispanic subgroup 53.2% English Learners subgroup 34.2% Students with Disabilities subgroup 55.8%	By June 2024 all students including students in the English Learner, Students with Disabilities and Hispanic, subgroups will decrease in percentage of chronic absenteeism to 8%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All teachers will deliver targeted reading instruction in small groups to all students and engage in monthly progress monitoring utilizing data from local assessments. Students in identified subgroups: Hispanic, English Learner and Students with Disabilities will be monitored by Support Team and provided with additional weekly small group instruction in reading targeting specific reading domain of need such as Phonics and Reading Comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Instructional Coach

3643

S/C

1000-1999: Certificated Personnel Salaries
Facilitator

500

S/C

1000-1999: Certificated Personnel Salaries
Teacher Release

3874

S/C

4000-4999: Books And Supplies
Instructional supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students below grade level in Reading including English Learners, Hispanic and Students with Disabilities.

Strategy/Activity

Small group intervention in Reading will be provided weekly by support teachers to identified students below grade level. Progress will be monitored every 6 weeks by Support Team. Students in identified subgroups will be monitored by support teacher and facilitator and provided additional small group sessions 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)
25850	S/C 1000-1999: Certificated Personnel Salaries Reading Support Teachers
85506	Title I 1000-1999: Certificated Personnel Salaries Facilitator

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 be utilizing supplemental online support programs in ELA and Math 3-5 times /week. Teachers will identify needs and provide additional small group instruction weekly based upon data from these resources.

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)
5000	S/C 5000-5999: Services And Other Operating Expenditures Digital/Online intervention programs
500	Title I 4000-4999: Books And Supplies headphones for student use

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL students who are below grade level in ELA will be supported with small group intervention groups provided by EL Facilitator 2x/week for 30 minutes.

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)
5000	S/C

Annual Review

SPSA Year Reviewed: 2022-23

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.

Interventions were implemented with consistency utilizing resources targeting specific needs of students such as Heggerty Phonics and Phonics for Reading. In K, 1st and 2nd grades targeted intervention in language arts using a phonics based program was used with all students who had skills gaps as measured by diagnostic scores on iReady assessments. Groups met 3-5 times a week for 6 week intervals.

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

We have increased the numbers of students being targeted for intervention by adding support teachers and training on the above interventions. The instructional coach and facilitator have been leading intervention groups as well.

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

We will be measuring progress at the K-2 levels using the CORE Reading Assessment 4 times a year. Teachers have been trained in the assessment and participate in professional learning focused on the Science of Reading. Included in this plan is additional teacher release time to facilitate the training and data analysis as well as allocations for instructional coach in activity #1.

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	\$0
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	\$529,116.00

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	\$395,867.00
Title I Parent Involvement	\$4,318.00

Subtotal of additional federal funds included for this school: \$400,185.00

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 (\$)
S/C	\$128,931.00

Subtotal of state or local funds included for this school: \$128,931.00

Total of federal, state, and/or local funds for this school: \$529,116.00

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
S/C	128,931	0.00
S/C Carryover		
Title I	395,867	0.00
Title I Carryover		
Title I Parent Involvement	4,318	0.00

Expenditures by Funding Source

Funding Source	Amount
S/C	128,931.00
Title I	395,867.00
Title I Parent Involvement	4,318.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	425,981.00
2000-2999: Classified Personnel Salaries	87,061.00
4000-4999: Books And Supplies	9,074.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	99,357.00

2000-2999: Classified Personnel Salaries	S/C	17,500.00
4000-4999: Books And Supplies	S/C	6,074.00
5000-5999: Services And Other Operating Expenditures	S/C	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	326,624.00
2000-2999: Classified Personnel Salaries	Title I	65,243.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,318.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	211,864.00
Goal 2	182,379.00
Goal 3	134,873.00

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
Jessika Barto	Parent or Community Member
Rachel Cody	Parent or Community Member
Mariana Contreras	Parent or Community Member
Lauren Kingsolver	Parent or Community Member
Melissa Rowland	Parent or Community Member
Sherrie Tewanger	Other School Staff
Kelli DeMent	Classroom Teacher
Jennifer Dye	Classroom Teacher
Amber Walsh	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/8/23.

Attested:



Principal, Brian Handley on 6/8/23



SSC Chairperson, Melissa Rowland on 6/8/23

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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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