



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 |
|-----------------------------|-----------------------------------|--|---------------------------|
| Chet F Harritt STEAM School | 37 68361 6040364 | December 2022 | January 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

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.

Chet F. Harritt prioritizes professional development for teachers to make gains toward the school and district goals. In addition to district-provided trainings, Chet F. Harritt STEAM School offers teachers professional development on academic and behavioral curriculums, STEAM and PBIS systems, general assessments and school procedures, and teacher-driven professional learning communities. Teachers plan with their peers and teammates on a weekly basis and meet regularly with administration and counselors to address the social-emotional concerns of students. A Student Success Team (SST) meets regularly as needed, and teachers are encouraged to bring any student

before the team who is experiencing difficulty in the areas of attendance, behavior, or academics. The SST team includes the classroom teacher, the Speech/Language Specialist, the Language Arts Specialist, the Specialized Academic Instructor, the School Psychologist, the parents of the child, an administrator and when needed, the school counselor or the English Learner Resource Teacher. Family and community engagement are also supported through input via surveys and parent meetings, membership on school committees including School Site Council and English Learner Advisory Committee, and family extra-curricular events such as Lunch on the Lawn, Back to School Night, and Family STEAM Nights.

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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).

Due to the Covid Pandemic, Chet F. Harritt STEAM School will be using past data as well as more recent survey data to analyze performance.

Current survey data used at Chet F. Harritt to assist in the plan includes the Panorama Education Survey.

Results:

Spring 2022 Panorama Education Survey (122 responses) - Indications that students overall feel safe on campus but there was a decline to 72% of students identifying as feeling "safe" or "very safe" on campus.

Spring 2022 Panorama Education Survey - Indications that students feel connected to school with 73% identifying a positive connection to Chet. This is a decline of 3% from Spring 2021.

Past Surveys used at Chet F. Harritt to assist in this plan include Panorama Education Survey and the Speak-Up Survey.

Results:

Spring 2021 Panorama Education Survey (95 responses) - Indications that students continue to feel safe on campus with 79% of students identifying as feeling "safe" or "very safe" on campus; 23% report concerns with other students and how they are treated by other students.

Spring 2021 Panorama Education Survey - Indications that students feel connected to school with 76% identifying a positive connection to Chet. Fall 2020 Panorama Education Survey - (103 responses) - Indications that students feel safe on campus with 79% identifying as "safe" or "very safe" on campus; 22% report concerns with other students and how they are treated by other students.

Based on these surveys, the following trends were identified:

Less students are identifying that they feel safe and connected to school.

When examining specific questions that trigger these declines, students identify interpersonal (student to student) relationships as a concern. They also identify a lack of efficacy when challenged by difficult work.

Classroom Observations

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

Classroom observations at Chet F. Harritt STEAM School are regularly completed by the administrative team (Principal, Vice Principal) with a target of 6 hours spent weekly by the Principal and Vice Principal making instructional rounds. There are three main types of observation that include evaluation based (formal) observations, informal structured walkthrough (data collection) observations, and informal drop-in observations. Through evaluation and drop-in observations, teachers are provided direct feedback. Informal structured walkthrough observations include teacher feedback and also allow for data collection.

Data findings:

Classroom visits increased during the 2021-2022 school year and observations indicate high levels of skill in instructional practice with an ongoing need to increase teacher clarity during instruction. Teacher clarity can be indicated in a variety of ways, but in this setting it is identified as effective use of learning targets and success criteria.

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)

Chet F. Harritt utilizes data from the following state and local assessments: Benchmark Assessment System (BAS,) Smarter Balanced Assessment Consortium (SBAC,) iReady, District English Language Arts Performance Tasks, Smarter Balanced Interim Assessments (Block and Comprehensive), and Achieve 3000 as well as curriculum-embedded assessments.

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

Teams regularly meet to determine student achievement on local measures and modify instruction in grade level and content teams. Curriculum embedded assessments include assessments from Wonders, Amplify, Math Expressions, and College Preparatory Mathematics (CPM). Other local measures include Educational Software for Guiding Instruction (ESGI,) Achieve 3000, and iReady.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff at Chet F. Harritt STEAM School have been met.

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

All credentialed teachers at Chet F. Harritt STEAM School meet state requirements. The Santee School District has extensive training on all adopted instructional materials and follow-up trainings.

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

All District and Site professional development is aligned to content standards and based on needs of students and staff.

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

Santee School District has five Curriculum Resource Teachers (CRTs) who support teachers through planning, professional development sessions, and modeled lessons. Santee School District also provides ongoing professional development for teachers.

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

Teachers are provided with time for collaboration as part of site professional development schedule.

Teaching and Learning

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

All curricular materials are State Board adopted, and meet the content and performance standards required under ESEA.

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

All teachers adhere to the recommended instructional minutes for both language arts and mathematics.

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

Chet offers intervention services with our Language Arts Specialist (LAS), Instructional Resource Teacher (IRT), and Instructional Assistant for reading and mathematics and additional support for English Learners with our Bilingual Assistant.

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

All curricular materials are State Board adopted, and are appropriate for all student groups.

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

All curricular materials are State Board adopted, and include intervention materials. Additionally, as a school, Chet has purchased Reading A-Z (for reading in primary grades), Vocabulary-Spelling City (for primary spelling), Reflex Math (for math intervention in grades 1-6), and TouchMath intervention materials for mathematics intervention.

Opportunity and Equal Educational Access

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

Chet F. Harritt enacts a dedicated Response to Intervention (RtI) process that allows access for all underperforming students to meet the standards. Interventions are provided in three tiers. Classroom and pull-out interventions are offered in Tier One and Tier Two. Tier Three interventions are provided by specialized staff. Students are identified for intervention based on academic data. Data in ELA and mathematics is reviewed at a minimum of every six weeks and groups are fluidly redesigned for Tiers Two and Three. Tier One groups are more fluid and change based on teacher-identified needs in the classroom.

Evidence-based educational practices to raise student achievement

Chet F. Harritt regularly reviews student achievement results, identifies needs, and designs instructional opportunities for all students to increase achievement. Teachers employ a variety of best practices including specialized strategies such as Cognitively Guided Instruction, Inquiry-based Instruction, Project-Based Learning, Universal Design Learning, and Guided Language Acquisition and Design to increase student achievement.

Parental Engagement

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

These resources include a District Community Collaborative Director, LAS, IRT, Counselor, Psychologist, SST Team, School Social Worker/ERMHS Therapist, Equine Therapy, and Outside Mental Health Providers funded through the school district. Adopted curriculum is available free of charge to all students and parents at home. Students have access to iPads at school and home to support academic growth.

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)

Chet F. Harritt has staff and parent/community representation on School Site Council (SSC), Parent Teacher Association (PTA), English Language Acquisition Committee (ELAC), District Advisory Committee (DAC), and District English Language Acquisition Committee (DELAC).

Funding

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

Increased staffing (Instructional Assistants) in our Intervention program

Fiscal support (EPC)

none

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Site Plan for Chet F. Harritt is a product of the input of several stakeholder groups. Community groups including PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) are given opportunities to give input on both academic goal setting and financial planning. The SSC and ELAC meet regularly and discuss the plan, or components of the plan, as needed. Staff also serve as a driving force for academic goal setting and analysis as well as identifying the spending needs of funds based on the funding source. Regular reviews are carried out by the SSC and staff. The SSC approves the plan annually.

Resource Inequities

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

At this time, no resource inequities were identified based on our needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 1.4% | 1.1% | 0.84% | 9 | 7 | 5 |
| African American | 5.28% | 4.2% | 3.01% | 34 | 26 | 18 |
| Asian | 2.48% | 1.8% | 2.01% | 16 | 11 | 12 |
| Filipino | 2.64% | 2.6% | 2.17% | 17 | 16 | 13 |
| Hispanic/Latino | 29.5% | 28.9% | 30.94% | 190 | 178 | 185 |
| Pacific Islander | 0.16% | % | % | 1 | | |
| White | 50% | 53.3% | 50.67% | 322 | 328 | 303 |
| Multiple/No Response | 7.92% | 8.1% | 10.37% | 51 | 50 | 62 |
| Total Enrollment | | | | 644 | 616 | 598 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 98 | 91 | 70 |
| Grade 1 | 79 | 84 | 66 |
| Grade 2 | 82 | 82 | 70 |
| Grade3 | 71 | 68 | 68 |
| Grade 4 | 85 | 49 | 71 |
| Grade 5 | 68 | 65 | 62 |
| Grade 6 | 64 | 57 | 77 |
| Grade 7 | 44 | 85 | 60 |
| Grade 8 | 53 | 35 | 54 |
| Total Enrollment | 644 | 616 | 598 |

Conclusions based on this data:

1. Our student population and ethnic make-up vary from year to year, primarily due to our military population.
2. A very slight decrease in enrollment is noticed measuring 2017-2018 to 2018-2019, however even though enrollment trended upward in 2019-2020, it declined again last year. Continued efforts to encourage attendance and enrollment.
3. We intend to promote enrollment at Chet by hosting Early Admission Kindergarten (EAK) as well as Transitional Kindergarten (TK) classes on campus.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| English Learners | 37 | 34 | 31 | 5.7% | 5.50% | 5.2% |
| Fluent English Proficient (FEP) | 34 | 31 | 23 | 5.3% | 5.00% | 3.8% |
| Reclassified Fluent English Proficient (RFEP) | 7 | 2 | 8 | 17.1% | 0.30% | 14.8% |

Conclusions based on this data:

1. Our percentage of English Learners seems to be decreasing over time.
2. The percentage of reclassified fluent English Proficient (RFEP) students fell in 20-21, but returned to historic levels in 21-22. This is attributed to changes in enrollment and effects of the global pandemic.

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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 86 | 65 | 70 | 84 | 61 | 70 | 84 | 61 | 70 | 97.7 | 93.8 | 100.0 |
| Grade 4 | 70 | 49 | 69 | 68 | 49 | 67 | 68 | 49 | 67 | 97.1 | 100.0 | 97.1 |
| Grade 5 | 63 | 65 | 60 | 62 | 64 | 58 | 62 | 64 | 58 | 98.4 | 98.5 | 96.7 |
| Grade 6 | 50 | 56 | 83 | 49 | 53 | 79 | 49 | 53 | 79 | 98 | 94.6 | 95.2 |
| Grade 7 | 49 | 87 | 54 | 48 | 84 | 52 | 48 | 84 | 52 | 98 | 96.6 | 96.3 |
| Grade 8 | 58 | 33 | 49 | 56 | 31 | 47 | 56 | 31 | 47 | 96.6 | 93.9 | 95.9 |
| All Grades | 376 | 355 | 385 | 367 | 342 | 373 | 367 | 342 | 373 | 97.6 | 96.3 | 96.9 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 2456. | 2438. | 2449. | 34.52 | 22.95 | 38.57 | 36.90 | 31.15 | 20.00 | 13.10 | 22.95 | 21.43 | 15.48 | 22.95 | 20.00 |
| Grade 4 | 2502. | 2477. | 2489. | 42.65 | 32.65 | 32.84 | 27.94 | 20.41 | 17.91 | 16.18 | 20.41 | 29.85 | 13.24 | 26.53 | 19.40 |
| Grade 5 | 2534. | 2526. | 2525. | 35.48 | 26.56 | 32.76 | 22.58 | 39.06 | 25.86 | 24.19 | 17.19 | 15.52 | 17.74 | 17.19 | 25.86 |
| Grade 6 | 2513. | 2533. | 2539. | 14.29 | 16.98 | 20.25 | 24.49 | 35.85 | 41.77 | 34.69 | 32.08 | 18.99 | 26.53 | 15.09 | 18.99 |
| Grade 7 | 2534. | 2554. | 2536. | 8.33 | 19.05 | 11.54 | 39.58 | 33.33 | 42.31 | 27.08 | 27.38 | 21.15 | 25.00 | 20.24 | 25.00 |
| Grade 8 | 2574. | 2588. | 2572. | 16.07 | 22.58 | 27.66 | 37.50 | 35.48 | 29.79 | 26.79 | 22.58 | 25.53 | 19.64 | 19.35 | 17.02 |
| All Grades | N/A | N/A | N/A | 27.25 | 23.10 | 27.61 | 31.61 | 32.75 | 29.49 | 22.34 | 23.98 | 21.98 | 18.80 | 20.18 | 20.91 |

2019-20 Data:

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| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 30.95 | 22.95 | 18.57 | 48.81 | 67.21 | 67.14 | 20.24 | 9.84 | 14.29 |
| Grade 4 | 36.76 | 28.57 | 25.37 | 50.00 | 55.10 | 62.69 | 13.24 | 16.33 | 11.94 |
| Grade 5 | 41.94 | 23.44 | 24.14 | 37.10 | 62.50 | 62.07 | 20.97 | 14.06 | 13.79 |
| Grade 6 | 16.33 | 11.32 | 20.25 | 46.94 | 66.04 | 58.23 | 36.73 | 22.64 | 21.52 |
| Grade 7 | 12.50 | 23.81 | 15.38 | 58.33 | 52.38 | 61.54 | 29.17 | 23.81 | 23.08 |
| Grade 8 | 33.93 | 25.81 | 34.04 | 44.64 | 61.29 | 46.81 | 21.43 | 12.90 | 19.15 |
| All Grades | 29.97 | 22.51 | 22.52 | 47.41 | 60.23 | 60.32 | 22.62 | 17.25 | 17.16 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 26.19 | 20.00 | 30.00 | 60.71 | 56.67 | 50.00 | 13.10 | 23.33 | 20.00 |
| Grade 4 | 36.76 | 22.45 | 20.90 | 50.00 | 53.06 | 58.21 | 13.24 | 24.49 | 20.90 |
| Grade 5 | 37.10 | 32.81 | 29.31 | 41.94 | 48.44 | 48.28 | 20.97 | 18.75 | 22.41 |
| Grade 6 | 20.41 | 24.53 | 13.92 | 51.02 | 58.49 | 68.35 | 28.57 | 16.98 | 17.72 |
| Grade 7 | 16.67 | 17.86 | 11.54 | 47.92 | 61.90 | 63.46 | 35.42 | 20.24 | 25.00 |
| Grade 8 | 17.86 | 19.35 | 25.53 | 64.29 | 58.06 | 40.43 | 17.86 | 22.58 | 34.04 |
| All Grades | 26.70 | 22.87 | 21.72 | 53.13 | 56.30 | 55.76 | 20.16 | 20.82 | 22.52 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 23.81 | 4.92 | 11.43 | 61.90 | 81.97 | 74.29 | 14.29 | 13.11 | 14.29 |
| Grade 4 | 26.47 | 8.16 | 16.42 | 67.65 | 85.71 | 79.10 | 5.88 | 6.12 | 4.48 |
| Grade 5 | 27.42 | 14.06 | 15.52 | 58.06 | 70.31 | 72.41 | 14.52 | 15.63 | 12.07 |
| Grade 6 | 10.20 | 9.43 | 15.19 | 73.47 | 83.02 | 79.75 | 16.33 | 7.55 | 5.06 |
| Grade 7 | 8.33 | 19.05 | 11.54 | 68.75 | 65.48 | 78.85 | 22.92 | 15.48 | 9.62 |
| Grade 8 | 21.43 | 9.68 | 23.40 | 67.86 | 83.87 | 59.57 | 10.71 | 6.45 | 17.02 |
| All Grades | 20.71 | 11.70 | 15.28 | 65.67 | 76.61 | 74.80 | 13.62 | 11.70 | 9.92 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 38.10 | 19.67 | 27.14 | 47.62 | 65.57 | 57.14 | 14.29 | 14.75 | 15.71 |
| Grade 4 | 33.82 | 18.37 | 23.88 | 54.41 | 61.22 | 64.18 | 11.76 | 20.41 | 11.94 |
| Grade 5 | 37.10 | 26.56 | 27.59 | 45.16 | 60.94 | 58.62 | 17.74 | 12.50 | 13.79 |
| Grade 6 | 18.37 | 18.87 | 24.05 | 55.10 | 73.58 | 67.09 | 26.53 | 7.55 | 8.86 |
| Grade 7 | 14.58 | 28.57 | 19.23 | 66.67 | 57.14 | 57.69 | 18.75 | 14.29 | 23.08 |
| Grade 8 | 32.14 | 29.03 | 29.79 | 42.86 | 61.29 | 59.57 | 25.00 | 9.68 | 10.64 |
| All Grades | 30.52 | 23.68 | 25.20 | 51.23 | 62.87 | 61.13 | 18.26 | 13.45 | 13.67 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Analysis of State, District, and classroom assessment showed that not all students are performing within their grade-level band.
2. Data showed a 3% increase in Meeting or Exceeding Standards in ELA.
3. An instructional goal on improving ELA with a focus of comprehension and writing in non-fictional texts and genres is indicated.

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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 85 | 65 | 70 | 83 | 55 | 70 | 83 | 55 | 70 | 97.6 | 84.6 | 100.0 |
| Grade 4 | 70 | 49 | 70 | 68 | 49 | 67 | 68 | 49 | 67 | 97.1 | 100.0 | 95.7 |
| Grade 5 | 63 | 65 | 60 | 62 | 63 | 60 | 62 | 63 | 60 | 98.4 | 96.9 | 100.0 |
| Grade 6 | 49 | 56 | 84 | 48 | 52 | 81 | 48 | 51 | 81 | 98 | 92.9 | 96.4 |
| Grade 7 | 49 | 87 | 54 | 48 | 85 | 52 | 48 | 85 | 52 | 98 | 97.7 | 96.3 |
| Grade 8 | 58 | 33 | 49 | 56 | 30 | 48 | 56 | 30 | 48 | 96.6 | 90.9 | 98.0 |
| All Grades | 374 | 355 | 387 | 365 | 334 | 378 | 365 | 333 | 378 | 97.6 | 94.1 | 97.7 |

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 2454. | 2450. | 2454. | 25.30 | 30.91 | 30.00 | 33.73 | 29.09 | 34.29 | 31.33 | 27.27 | 20.00 | 9.64 | 12.73 | 15.71 |
| Grade 4 | 2509. | 2479. | 2506. | 26.47 | 18.37 | 29.85 | 42.65 | 34.69 | 22.39 | 23.53 | 26.53 | 31.34 | 7.35 | 20.41 | 16.42 |
| Grade 5 | 2542. | 2510. | 2508. | 41.94 | 22.22 | 28.33 | 16.13 | 20.63 | 21.67 | 17.74 | 31.75 | 15.00 | 24.19 | 25.40 | 35.00 |
| Grade 6 | 2502. | 2521. | 2523. | 12.50 | 21.57 | 12.35 | 12.50 | 15.69 | 27.16 | 50.00 | 39.22 | 34.57 | 25.00 | 23.53 | 25.93 |
| Grade 7 | 2526. | 2548. | 2549. | 10.42 | 21.18 | 23.08 | 31.25 | 28.24 | 23.08 | 31.25 | 22.35 | 28.85 | 27.08 | 28.24 | 25.00 |
| Grade 8 | 2577. | 2558. | 2556. | 23.21 | 13.33 | 29.17 | 28.57 | 20.00 | 16.67 | 23.21 | 36.67 | 16.67 | 25.00 | 30.00 | 37.50 |
| All Grades | N/A | N/A | N/A | 24.38 | 21.92 | 24.87 | 28.49 | 25.23 | 24.87 | 28.77 | 29.43 | 25.13 | 18.36 | 23.42 | 25.13 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 33.73 | 27.27 | 38.57 | 46.99 | 56.36 | 47.14 | 19.28 | 16.36 | 14.29 |
| Grade 4 | 41.18 | 24.49 | 37.31 | 38.24 | 53.06 | 44.78 | 20.59 | 22.45 | 17.91 |
| Grade 5 | 48.39 | 22.22 | 28.33 | 22.58 | 53.97 | 35.00 | 29.03 | 23.81 | 36.67 |
| Grade 6 | 18.75 | 25.49 | 11.11 | 43.75 | 43.14 | 61.73 | 37.50 | 31.37 | 27.16 |
| Grade 7 | 12.50 | 25.00 | 30.77 | 50.00 | 50.00 | 50.00 | 37.50 | 25.00 | 19.23 |
| Grade 8 | 33.93 | 23.33 | 20.83 | 32.14 | 53.33 | 43.75 | 33.93 | 23.33 | 35.42 |
| All Grades | 32.88 | 24.70 | 27.51 | 38.90 | 51.51 | 47.88 | 28.22 | 23.80 | 24.60 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 30.12 | 34.55 | 31.43 | 57.83 | 52.73 | 54.29 | 12.05 | 12.73 | 14.29 |
| Grade 4 | 32.35 | 16.33 | 26.87 | 51.47 | 59.18 | 50.75 | 16.18 | 24.49 | 22.39 |
| Grade 5 | 37.10 | 22.22 | 26.67 | 38.71 | 44.44 | 45.00 | 24.19 | 33.33 | 28.33 |
| Grade 6 | 10.42 | 13.73 | 11.11 | 45.83 | 56.86 | 61.73 | 43.75 | 29.41 | 27.16 |
| Grade 7 | 16.67 | 20.00 | 15.38 | 47.92 | 54.12 | 59.62 | 35.42 | 25.88 | 25.00 |
| Grade 8 | 19.64 | 13.33 | 27.08 | 62.50 | 63.33 | 56.25 | 17.86 | 23.33 | 16.67 |
| All Grades | 25.75 | 20.72 | 22.75 | 51.23 | 54.05 | 54.76 | 23.01 | 25.23 | 22.49 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 32.53 | 36.36 | 28.57 | 53.01 | 50.91 | 54.29 | 14.46 | 12.73 | 17.14 |
| Grade 4 | 36.76 | 20.41 | 25.37 | 45.59 | 61.22 | 62.69 | 17.65 | 18.37 | 11.94 |
| Grade 5 | 30.65 | 22.22 | 26.67 | 50.00 | 65.08 | 48.33 | 19.35 | 12.70 | 25.00 |
| Grade 6 | 10.42 | 15.69 | 14.81 | 52.08 | 66.67 | 66.67 | 37.50 | 17.65 | 18.52 |
| Grade 7 | 14.58 | 15.29 | 19.23 | 54.17 | 64.71 | 63.46 | 31.25 | 20.00 | 17.31 |
| Grade 8 | 28.57 | 10.00 | 20.83 | 42.86 | 73.33 | 56.25 | 28.57 | 16.67 | 22.92 |
| All Grades | 27.12 | 20.42 | 22.49 | 49.59 | 63.06 | 58.99 | 23.29 | 16.52 | 18.52 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Analysis of State, District, and classroom assessment showed that not all students are performing within a grade-level band.
2. Past data indicated a 3% increase in Meeting or Exceeding Standards in Mathematics overall.
3. A school goal on improving math number sense and problem solving is appropriate as it attends to achievement across grade levels.

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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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | 5 | * | * |
| 1 | * | * | * | * | * | * | * | * | * | 7 | * | * |
| 2 | * | * | * | * | * | * | * | * | * | 8 | 5 | 4 |
| 3 | * | * | * | * | * | * | * | * | * | 4 | 6 | * |
| 4 | * | * | * | * | * | * | * | * | * | * | 4 | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | 5 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | 5 |
| 7 | * | * | * | * | * | * | * | * | * | * | 5 | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | | | | | | | | | | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 19.44 | 50.00 | 35.71 | 50.00 | 28.13 | 21.43 | 30.56 | 21.88 | 7.14 | 0.00 | 0.00 | 35.71 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 36.11 | 53.13 | 53.57 | 50.00 | 37.50 | 7.14 | 13.89 | 9.38 | 3.57 | 0.00 | 0.00 | 35.71 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 8.33 | 18.75 | 10.71 | 41.67 | 40.63 | 35.71 | 41.67 | 28.13 | 21.43 | 8.33 | 12.50 | 32.14 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 22.22 | 46.88 | 28.57 | 66.67 | 46.88 | 42.86 | 11.11 | 6.25 | 28.57 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 61.11 | 81.25 | 53.57 | 38.89 | 18.75 | 7.14 | 0.00 | 0.00 | 39.29 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 11.11 | 25.00 | 17.86 | 77.78 | 53.13 | 46.43 | 11.11 | 21.88 | 35.71 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 13.89 | 25.00 | 25.00 | 80.56 | 65.63 | 35.71 | 5.56 | 9.38 | 39.29 | 36 | 32 | 28 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our student population designated as English Learners is small, and we dedicate classroom time and pull-out support for these students.
2. Current data is unavailable due to changes in reporting. Achievement has been replaced with participation.

3. English Learners continue to be redesignated as Fluent English Proficient (RFEP) at Chet. A school goal is to ensure that redesignation occurs when appropriate and monitoring for independence precedes redesignation.

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School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 616 | 32.5 | 5.5 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 34 | 5.5 |
| Foster Youth | | |
| Homeless | 24 | 3.9 |
| Socioeconomically Disadvantaged | 200 | 32.5 |
| Students with Disabilities | 80 | 13.0 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 26 | 4.2 |
| American Indian or Alaska Native | 7 | 1.1 |
| Asian | 11 | 1.8 |
| Filipino | 16 | 2.6 |
| Hispanic | 178 | 28.9 |
| Two or More Races | 50 | 8.1 |
| Native Hawaiian or Pacific Islander | | |
| White | 328 | 53.2 |

Conclusions based on this data:

1. Our student population and student group make-up vary from year to year, primarily due to our fluctuating military population.

2. We have a relatively high percentage of students in at-risk groups that require structured scaffolds and supports.
3. Considering attendance transiency, we focus on welcoming new students and quickly assessing their academic and social-emotional needs.

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School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|---|
| English Language Arts  Green | Chronic Absenteeism  Green | Suspension Rate  Yellow |
| Mathematics  Yellow | | |

Conclusions based on this data:

1. This data is out of date and remains until state reporting updates. Conclusions include that overall academic performance in English-Language Arts was in the green.
2. Overall performance in Chronic Absenteeism improved to Green.
3. Overall performance in Suspension Rate improved to Yellow.

School and Student Performance Data

Academic Performance English Language Arts

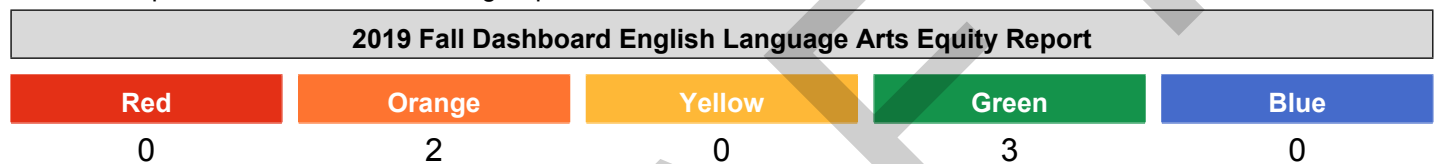
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|--|--|--|--|--|--|
| All Students | | English Learners | | Foster Youth | |
|  Green 12.2 points above standard Maintained ++1.4 points 356 | |  No Performance Color 42.9 points below standard Declined Significantly -19.9 points 29 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color 5 points below standard Increased ++8.7 points 24 | |  Orange 10 points below standard Maintained -2.5 points 160 | |  Orange 39.5 points below standard Declined -4.2 points 53 | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|--|--|---|
| African American  No Performance Color 28.3 points below standard 18 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | Asian  No Performance Color 51.7 points above standard Increased Significantly ++24.5 points 14 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |
| Hispanic  Green 2.6 points above standard Increased ++13 points 104 | Two or More Races  Green 28.6 points above standard Maintained ++1.6 points 32 | Pacific Islander  No Performance Color 0 Students | White  Green 15 points above standard Maintained -2 points 171 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|---|--|---|
| Current English Learner 82.2 points below standard Declined Significantly -26.8 points 16 | Reclassified English Learners 5.5 points above standard Maintained ++0.3 points 13 | English Only 14 points above standard Maintained ++1.1 points 306 |
|---|--|---|

Conclusions based on this data:

1. Students categorized as "Socioeconomically Disadvantaged" and "Students with Disabilities" decreased their percentages and dropped into the orange.
2. Students categorized as "English Language Learners" declined significantly.
3. This data is out of date and remains until state reporting updates. Conclusions above have also not been updated.

School and Student Performance Data

Academic Performance Mathematics

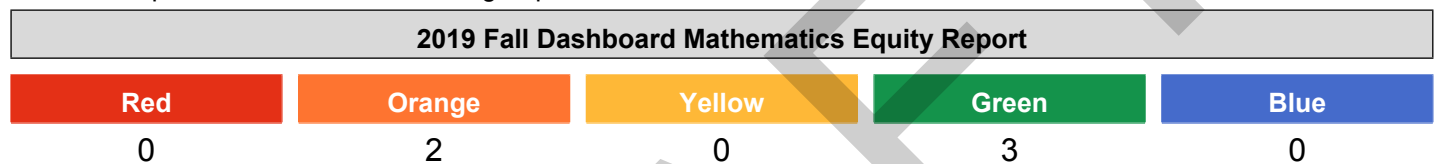
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | | | | |
|---|--|---|--|--|--|
| All Students | | English Learners | | Foster Youth | |
|  Yellow 2.9 points below standard Maintained ++1 points 354 | |  No Performance Color 52 points below standard Declined -6.3 points 29 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color 21 points below standard Maintained -1.4 points 24 | |  Orange 30.3 points below standard Declined -10.5 points 160 | |  Orange 58.8 points below standard Declined -10.2 points 51 | |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|--|---|
| African American  No Performance Color 54.1 points below standard 18 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | Asian  No Performance Color 32.9 points above standard Increased Significantly ++12.6 points 14 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |
| Hispanic  Green 18.5 points below standard Increased ++11.9 points 104 | Two or More Races  Green 3.9 points above standard Maintained ++2.2 points 32 | Pacific Islander | White  Green 6.6 points above standard Declined -5 points 169 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|--|--|---|
| Current English Learner 103.2 points below standard Declined Significantly -21.5 points 16 | Reclassified English Learners 11.1 points above standard Increased Significantly ++25.5 points 13 | English Only 0.9 points below standard Maintained -1.4 points 304 |
|--|--|---|

Conclusions based on this data:

1. Students categorized as "Socioeconomically Disadvantaged" and "Students with Disabilities" scores decreased from the prior year.
2. Students categorized as "English Language Learners" declined significantly.
3. This data is out of date and remains until state reporting updates. Conclusions above have also not been updated.

School and Student Performance Data

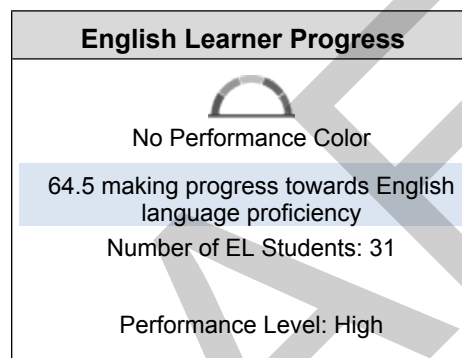
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 25.8 | 9.6 | 16.1 | 48.3 |

Conclusions based on this data:

- 76.7% of English Learners scored moderate to well developed on the English Language Proficiency Assessments.
- This data is out of date and remains until state reporting updates. Conclusions above have also not been updated.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|--|---------------|----------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|---|---------------|----------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|---|---------------|----------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|---|---------------|----------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|--|---------------|----------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|---|---------------|----------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|--------------------|---------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|-------------------------------------|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|-------------------------------------|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

DRAFT

School and Student Performance Data

Academic Engagement Chronic Absenteeism

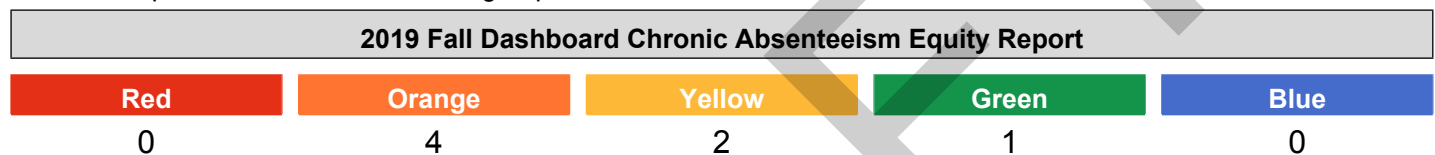
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|--|
| All Students | English Learners | Foster Youth |
|  Green 8.9 Declined -1 675 |  Orange 11.6 Increased +1.8 43 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Yellow 14.6 Declined -1.6 41 |  Orange 13.3 Maintained -0.1 279 |  Green 7.9 Declined -3.2 76 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|---|--|---|
| African American  No Performance Color 10.8 Declined -4 37 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 | Asian  No Performance Color 0 Declined -5.6 17 | Filipino  No Performance Color 0 Maintained 0 17 |
| Hispanic  Yellow 12.2 Declined -2.9 196 | Two or More Races  Orange 13.5 Maintained +0.3 74 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | White  Orange 6.8 Increased +0.5 324 |

Conclusions based on this data:

1. This data is out of date and remains until state reporting updates. Conclusions below have also not been updated.
2. We instituted a number of attendance incentives for the 2019-2020 school year. When COVID restrictions allow, we will do the same in the future.
3. Chet is participating in the "I CAN" Attendance program (Improving Chronic Absentee Network) through the San Diego County Office of Education.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

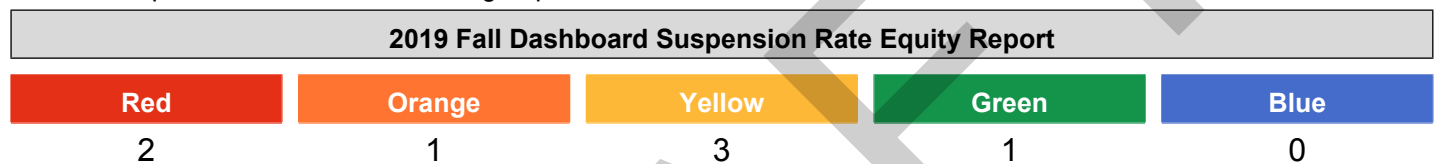
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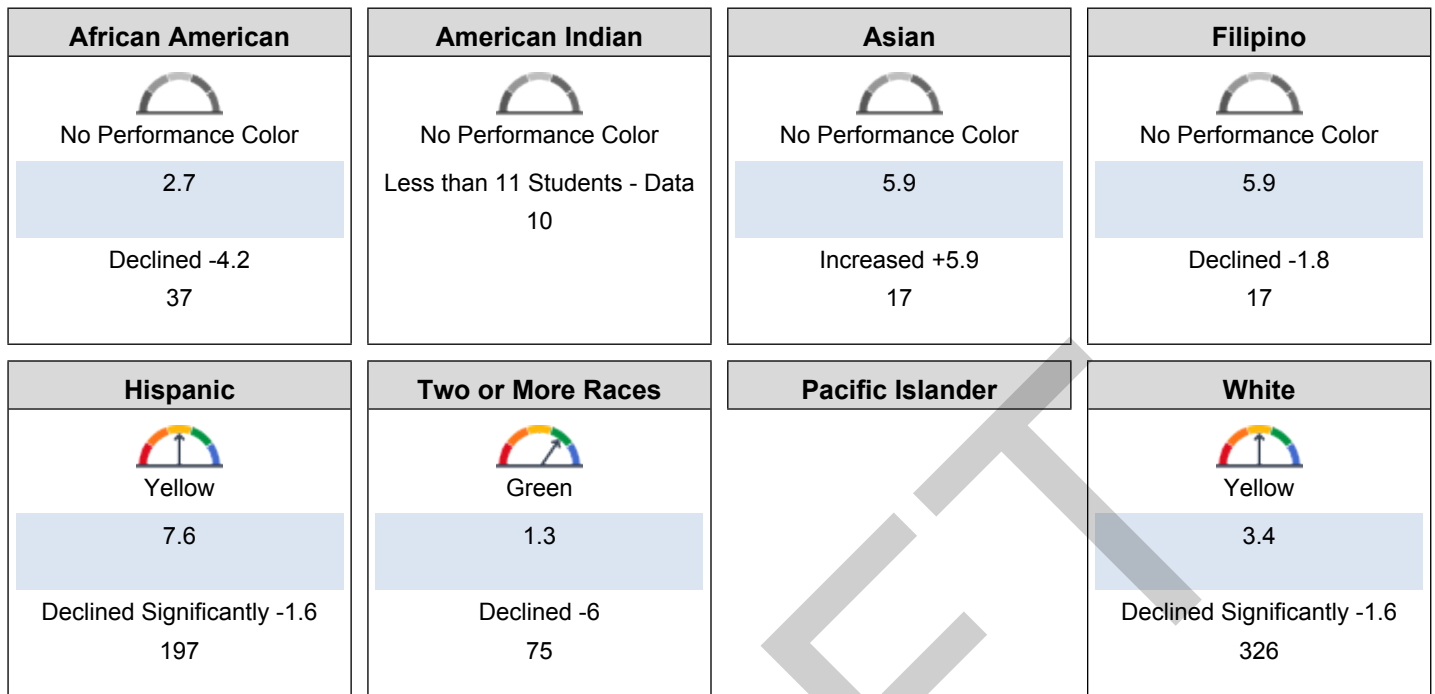
This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Yellow 4.4 Declined Significantly -2.1 679 | English Learners  Orange 4.7 Increased +2.7 43 | Foster Youth  No Performance Color Less than 11 Students - Data Not 1 |
| Homeless  Red 9.8 Increased +2.1 41 | Socioeconomically Disadvantaged  Red 7.5 Maintained +0.2 279 | Students with Disabilities  Yellow 3.9 Declined -2.8 76 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 6.5 | 4.4 |

Conclusions based on this data:

1. This data is out of date and remains until state reporting updates. Conclusions above have also not been updated.
2. We continue to work on restorative practices and alternatives to suspension.
3. Our suspension rate is affected by the Social-Emotional Special Day Class on campus and the challenges presented by behaviors from that program.

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

English Language Arts/English Language Development

LEA/LCAP Goal

Improve student learning of Common Core State Standards in English Language Arts and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 1

Grades TK through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in ELA/ELD.

Identified Need

At the end of 2021-2022, students showed less success tackling informational texts successfully. The decision was made to continue to focus on ELA Anchor Standards RI.2 and W.2 and adopt strategies that will allow students to successfully interact with and produce informational texts.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|------------------------------------|
| i-Ready Reading - Grades K-8 | EOY 2022 64% Met or Exceeded Standard (+1 from 2021) | 69% Meeting or Exceeding Standard |
| CAASPP ELA (School-wide Met or Exceeded Standard) 3-8 | Spring 2022 57% Met or Exceeded Standard (+3 from 2021) | 62% Meeting or Exceeding Standard |
| California Dashboard 2018 (unchanged due to pandemic) | English/Language Arts Overall - Green | Maintain green or increase to blue |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will participate in professional development for English Language Arts with an emphasis on informational text.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 3,500 | Title I None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc. |
| 1,500 | LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc. |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Grade level release and collaboration; scoring and analysis of student work

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1,500 | LCFF - Supplemental None Specified Release time for collaborative work, materials to support analysis of student work |
| 1,000 | Title I None Specified Release time for collaborative work, materials to support analysis of student work |

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 and classrooms will receive necessary materials and supplies to support learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

LCFF - Supplemental
None Specified
Provide guided reading materials and professional development to support small group, targeted instruction

11,824

Title I
None Specified
Purchase of manipulatives and individual student supplies

3,000

LCFF - Base
None Specified
Purchase of materials and individual student supplies

320

Other State Revenue
None Specified
Purchase support materials and supplies for Transitional Kindergarten

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Targeted At-Risk Students

Strategy/Activity

Hire additional instructional assistants to increase offerings for Intervention Services for students identified at-risk.

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)

15,000

Title I
None Specified
Staff salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ensure classrooms have latest Technology to support individualized student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF - Base
None Specified
Technology upgrades, equipment, software, and replacements

1,000

Prop 20 Lottery
None Specified
Technology upgrades and equipment to allow access to curriculum

2,000

LCFF - Supplemental
None Specified
Technology upgrades, equipment, software, and replacements

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials to support ELA instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,700

Source(s)

Prop 20 Lottery
None Specified
Purchase of curriculum materials & classroom materials to support CCSS and unit development, photo copies of materials.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve and/or increase parent participation in their children's learning process, including District and school committees, parent nights, parent education opportunities, etc...

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
None Specified
Child care and publications

2,000

Title I
None Specified
Materials and services to support parent involvement

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our overall goal for English Language Arts is to improve student knowledge and understanding in all areas of Reading, Listening, Speaking, and Writing. This was the first year we have narrowed the goal to work with non-fiction text, an area of need across all grade levels.

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet this goal.

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

A major change between last year and this year is the change of hiring support staff. Our return of Title I funding allowed us to do so. See Strategy 4

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

Mathematics and Science

LEA/LCAP Goal

Improve student learning of Common Core State Standards (CCSS) in English Language Arts/English Language Development and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills.

Goal 2

Grades TK through 8th will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in math.

Identified Need

Assessments indicate that students are struggling with the application of mathematical processes. There will continue to be an instructional focus on focusing on Mathematical Practice 1 - Students will make sense of problems and persevere in solving them.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|-----------------------------------|
| CAASPP Math (School-wide Met or Exceeded Standard) 3-8 | Spring 2022 50% Met or Exceeded Standard (+3 from 2021) | 55% Meeting or Exceeding Standard |
| i-Ready Math - Grades K-8 | EOY 2022 61% Met or Exceeded Standard (+5 from 2021) | 66% Meeting or Exceeding Standard |

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

Staff will increase their knowledge of strategies to support implementation of CCSS in mathematics.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1,750 | LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc. |
| 1,500 | Title I None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc. |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support staff and General Education teachers will work with individuals and small groups on specific identified skills.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1,000 | Prop 20 Lottery None Specified Purchase of supplemental instructional and assessment materials including hardware and software |
| 10,000 | Title I None Specified Purchase of materials, manipulatives, and individual student supplies |
| 1,000 | LCFF - Base None Specified Purchase of materials, manipulatives, and individual student supplies |

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

Ensure classrooms have latest Technology to support individualized student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Prop 20 Lottery
None Specified
Technology upgrades, equipment, software, and replacements.

7,000

Title I
None Specified
Technology upgrades, equipment, software, and replacements.

2,000

LCFF - Base
None Specified
Technology upgrades, equipment, software, and replacements.

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

Grade-level release and collaboration; scoring and analysis of student work

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
None Specified
Substitute costs for Teacher release time to examine trimester and formative data to develop interventions and specific student intervention plans

2,000

Title I
None Specified

Substitute costs for Teacher release time to examine trimester and formative data to develop interventions and specific student intervention plans

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials to support Math and Science instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,044

Source(s)

LCFF - Supplemental
None Specified
Purchase of curriculum materials and classroom materials to support CCSS and NGSS lesson and unit development.

3,836

Prop 20 Lottery
None Specified
Producing materials for instruction including copies.

160

Other State Revenue
None Specified
Purchase support materials and supplies for Transitional Kindergarten program

7,500

Title I
None Specified
Purchase of curriculum materials and classroom materials to support CCSS and NGSS lesson and unit development.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve and/or increase parent participation in their children's learning process, including District and school committees, parent nights, parent education opportunities, etc.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 500 | LCFF - Supplemental None Specified Child care and publications |

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our overall goal for Mathematics is to improve student knowledge and understanding in all areas of Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. This is the third year we have narrowed the goal to work on Problem-Solving, an area of need across all grade levels.

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet this goal.

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

A major change between last year and this year is the ability to hire staff to support the goal. With the return of our Title I budget, we are able to. (See Goal 1 Strategy 4)

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

Student Safety and Well-Being

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families.

Goal 3

Students will be more connected to school by maintaining regular attendance and feeling safe at school as measured by increases in reporting feeling "safe" or "very safe" at school and increase feelings of efficacy by 5% on targeted survey questions including Panorama Survey and site based survey.

Identified Need

The Panorama Survey shows that we have slightly declined in the areas of safety and connectedness, and responses indicate that student-to-student problems are still a concern on campus. We also notice students communicating that they struggle to face challenges while at school and don't feel as supported as they could when doing so.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Spring 2022 Panorama Survey Safety Questions | 76% of students identify feeling "safe" or "very safe" on campus (-3 from 2021) | 81% of students identifying feeling "safe" or "very safe" on campus |
| Spring 2022 Panorama Survey Connectedness Questions | 73% of students identify a positive connection to Chet (-2 from 2021) | 78% of students identify a positive connection to Chet |
| 2019 CA Dashboard - Chronic Absenteeism (last year captured) | 8.9% Chronically Absent (green) | decrease by 2% minimum |
| 2019 CA Dashboard - Suspension Rates (last year captured) | 4.4% Suspended (yellow) | decrease by 2% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fully implement Positive Behavioral Interventions and Supports (PBIS) on campus using the DREAM framework: Diligence, Respect, Empathy, Accountability, Motivation

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)

3563

Source(s)

LCFF - Base
None Specified
Cost of materials including but not limited to instructional materials and incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fully implement the Second Step program, including the additional Bullying Prevention Units in Grades K-5

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Base
None Specified
To provide supplemental materials and equipment as needed

2000

Title I
None Specified
To provide supplemental materials and equipment as needed

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

Continue to develop safe, multipurpose Outdoor Learning Spaces

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) |
|-----------|--|
| 26,734.00 | Learning Loss Mitigation Funds None Specified Purchase of materials that may include seating, shade, etc., for designated outdoor learning areas |

Annual Review

SPSA Year Reviewed: 2021-22

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.

We have increased services to support the social, emotional, and physical well-being of students and their families through increased counseling services and are implementing the Second Step program. We also added a Social Worker/ERMHS Counselor to site staff.

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet this goal.

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

We continue to invest money in materials to guarantee a safer environment in our Outdoor Learning Center. We are also directing funds to support our PBIS program. See Goal 3 Strategy 1 and Strategy 3

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

STEAM/Cross-Curricular

LEA/LCAP Goal

To engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning.

Goal 4

All students will be introduced to the California standards in science (Next Generation Science Standards or NGSS), technology, engineering, visual and performing arts in preparation of college and career readiness skills.

Identified Need

Not all students are able to identify the basic NGSS understanding of Cross-Cutting Concepts.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|----------------------------|------------------------------|
| CAASPP Science (School-wide Met or Exceeded Standard) | Not available at this time | Scores anticipated June 2023 |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of STEAM supplemental curriculum and materials

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-------------------------------|
| 7,900 | LCFF - Base None Specified |

| | |
|--------|--|
| | Purchase of curriculum materials & classroom materials to support NGSS lesson and unit development |
| 10,000 | Title I None Specified Purchase of materials and individual student supplies |
| 2,500 | LCFF - Base None Specified Purchase of materials to support STEAM related activities and STEAM Rotations |
| 500 | LCFF - Supplemental None Specified Purchase of materials to support STEAM related activities and STEAM Rotations |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve and/or increase parent participation in their children's learning process including parent nights, parent education opportunities, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I
None Specified
Family Night supplies, materials, guest speakers, assemblies

Annual Review

SPSA Year Reviewed: 2021-22

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.

Given our availability of cutting-edge curriculum through Mystery Science and Open Science, our teachers are better prepared to teach and our students to learn NGSS standards and techniques.

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet this goal.

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

The return of Title I has allowed us to reinvest back into our content-specific STEAM work, and we will direct funds to bring families back into the process. (See Strategy 2)

DRAFT

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$154,331.00 |

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 | \$78,324.00 |

Subtotal of additional federal funds included for this school: \$78,324.00

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 (\$) |
|--------------------------------|-----------------|
| LCFF - Base | \$25,713.00 |
| LCFF - Supplemental | \$9,544.00 |
| Learning Loss Mitigation Funds | \$26,734.00 |
| Other State Revenue | \$480.00 |
| Prop 20 Lottery | \$13,536.00 |

Subtotal of state or local funds included for this school: \$76,007.00

Total of federal, state, and/or local funds for this school: \$154,331.00

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 |
|--------------------------------|-----------|---------|
| LCFF - Base | 25,713.00 | 0.00 |
| LCFF - Supplemental | 9,544.00 | 0.00 |
| Prop 20 Lottery | 13,536.00 | 0.00 |
| Learning Loss Mitigation Funds | 26,734.00 | 0.00 |
| Other State Revenue | 480.00 | 0.00 |
| Title I | 78,324.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--------------------------------|-----------|
| LCFF - Base | 25,713.00 |
| LCFF - Supplemental | 9,544.00 |
| Learning Loss Mitigation Funds | 26,734.00 |
| Other State Revenue | 480.00 |
| Prop 20 Lottery | 13,536.00 |
| Title I | 78,324.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|------------|
| None Specified | 154,331.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|---------------------|-----------|
| None Specified | LCFF - Base | 25,713.00 |
| None Specified | LCFF - Supplemental | 9,544.00 |

| | | |
|----------------|--------------------------------|-----------|
| None Specified | Learning Loss Mitigation Funds | 26,734.00 |
| None Specified | Other State Revenue | 480.00 |
| None Specified | Prop 20 Lottery | 13,536.00 |
| None Specified | Title I | 78,324.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 52,344.00 |
| Goal 2 | 43,290.00 |
| Goal 3 | 32,797.00 |
| Goal 4 | 25,900.00 |

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members | Role |
|---------------------|----------------------------|
| Bernadette Angulo | Parent or Community Member |
| Josephine Blackwell | Parent or Community Member |
| Alina Howell | Parent or Community Member |
| Charles Salazar | Parent or Community Member |
| Lorelei Williams | Parent or Community Member |
| Stacie Bartfeld | Other School Staff |
| Denise Gunter | Classroom Teacher |
| Lilah Onners | Classroom Teacher |
| Char Roth | Other School Staff |
| Ted Hooks | Principal |

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 December 14, 2021.

Attested:

Principal, Ted Hooks on December 13, 2022

SSC Chairperson, Alina Howell on December 13, 2022

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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Title I School-Level Parental Involvement Policy Chet F Harritt STEAM School 2022-2023

Chet F Harritt STEAM School has developed a written Title I parental involvement policy with input from Title I parents. Parents provide input on the policy at an annual meeting each Spring. Additionally, parent leaders also review and provide feedback to the school-level parental involvement policy at School Site Council Meetings. Chet F Harritt distributes it by posting the policy on the school website and sending home to parents annually through electronic means (email.). The policy describes the means for carrying out the Title I parental involvement requirements. [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Chet F Harritt STEAM School, the following practices have been established:

- How do we convene an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program?
Chet F. Harritt STEAM School convenes our annual meeting near Parent/Teacher Conferences. During the meeting, information about the Title I program, the California State Standards, student performance data, and parental rights are explained to parents.
- How do we offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening?
Chet F Harritt STEAM School holds meetings with parents at a variety of times. The School Site Council, ELAC, Back to School Night, PTA Meetings, Coffee with the Principal, and Open House are scheduled at varying times to accommodate the needs of stakeholders. Individual meetings with parents are coordinated through the main office and are scheduled at times convenient for the parents, including mornings and afternoons to accommodate parent's needs.
- How do we involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy?
Parents are involved in the planning, monitoring, and modifications involved with the Title I program primarily through their participation planning all reform efforts in the school. Elected representatives from parent and community stakeholders work with the School Site Council to analyze data, monitor progress and, when necessary, make modifications to the instructional program at Chet F Harritt both through the school site plan and the parent involvement policy.
- How do we provide parents of Title I students with timely information about Title I programs?
Parents receive information about Title I programs annually no later than Parent/Teacher Conferences in November. At the Parent/Teacher conferences parents are directed to the online documents pertaining to Chet F Harritt including our welcome letter, Title I Parent Teacher Compact, and Title I Parental Involvement Policy, as well as being offered resources to support parents to stay informed on student academic achievement and progress. Parents are informed about student achievement data at the site's Annual Title I meeting and at other parent meetings. At School Site Council, ELAC meetings, and other meetings convened throughout the year, parents learn about the Title I program and how it can serve their children through supplemental programs. Parents also receive information through the district and site webpage, weekly School Messengers via phone and/or email, parent teacher conferences, STEAM Family Nights, Back to School Night and Open House.

- How do we provide parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet?

Parents are provided an explanation of the programs in place at Chet F Harritt during the Annual Title I Meeting, Back to School Night, Open House, School Site Council Meetings, and at ELAC meetings. Teachers review and explain curriculum and assessment data, including proficiency expectations at parent conferences where parents talk to teachers one-one-one about their children's academic achievement. Additionally, the site administration has adopted an open door policy to foster authentic two-way communication with our parents and community members.

- If requested by parents of Title I students, how do we provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children?

Parent experience an open door policy at Chet F Harritt STEAM School. Parents and families may prearrange meetings with site administration or staff. Parents may submit comments in writing regarding the school site plan and attend regular School Site Council Meetings and ELAC meetings.

The parental involvement policy is also annually reviewed with the Single Plan for Student Achievement. The Title I Parental-Involvement policy is updated periodically to meet changing needs of parents and the school.

School-Parent Compact

Chet F Harritt STEAM School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Chet F Harritt solicits input from Title I parents on the compact twice annually. Once is during Parent/Teacher conferences and again during the annual Title I meeting. The compact is also presented at ELAC and School Site Council meetings for parents and staff to review and provide feedback. Feedback on the compact can also be provided throughout the year as parents wish to discuss it with administration. Parents receive information about Title I programs annually during Parent/Teacher Conferences in November. At the Parent/Teacher conferences parents are provided with directions to the online copies of the Parent-School Compact, Title I Parent-Involvement Policy, and resources to support parents to stay informed on student academic achievement and progress. Additionally, many of these resources are available in hard copy upon request. Parents are informed about student achievement data at the site's Annual Title I meeting and at other parent meetings. At School Site Council and ELAC meetings and other meetings convened throughout the year, parents learn about the Title I program and how it can serve their children through supplemental programs. Parents also receive information through the district and site webpage, notifications via the Principal's Newsletter, weekly School Messengers via phone and/or email, parent teacher conferences, STEAM Family Nights, Back to School Night and Open House.

Building Capacity for Involvement

Chet F Harritt STEAM School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- How do we provide Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children?
During Parent/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the standards. Chet F Harritt STEAM School hosts Family Nights focusing on California Standards in English Language Arts and Mathematics each year. Parents are also provided necessary information on learning about the standards, assessments, and progress monitoring via Parent/Teacher conferences, the Annual Title I Meeting, ELAC meetings, School Site Council meetings, Principal's Newsletter, the school website, the district website, district parent trainings and meetings including DELAC and the District Advisory Committee.
- How do we provide Title I parents with materials and training to help them work with their children to improve their children's achievement?
Teachers provide take-home materials based on specific student needs using approved intervention materials. Our Language Arts Specialist and Intervention Resource Teacher also provide resources that are sent home to share strategies to build student literacy and comprehension skills at home. Parents are provided with training at annual Literacy and Math Nights on ways to work with children to improve achievement, including information about the Smarter Balanced Assessment and online tools for practice. Training is available for parents of Middle School students on the use of PowerSchool and how to monitor assignments and grades in grades 6-8.
- With the assistance of Title I parents, how do we educate staff members about the value of parent contributions, and in how to work with parents as equal partners?
Chet F Harritt's regular staff development often focuses on best practices for working as partners with parents. Teachers and staff attend parent meetings and district sponsored parent trainings as partners with the school's parent participants.
- How do we coordinate and integrate the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children?
Chet F Harritt develops staff subcommittees to design parent nights such as Literacy Night, Math Night and STEAM Nights as well as school events involving the community. Our Language Arts Specialist and Intervention Resource Teacher also provide resources that are sent home to share strategies to build student literacy and comprehension skills at home. Parents are provided with training at annual Literacy and Math Nights on ways to work with children to improve achievement, including information about the Smarter Balanced Assessment, iReady Assessments, and other online tools for practice.
- How do we distribute information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand?
Chet F Harritt STEAM School translates select school-wide communication for events into Spanish. Chet F Harritt's online items, hosted on the school website, can be translated into a variety of languages from within the website itself.

- How do we provide support for parental involvement activities requested by Title I parents?
Because of the open door policy, parents feel invited to make requests for involvement programs. Parents report that they feel comfortable communicating with teachers one-on-one personally or through phone calls, email, or the school web page or during conferences, where they may make requests for involvement activities or information, as needed. Parents receive information about Title I programs annually during Parent/Teacher Conferences in November. At the Parent/Teacher conferences parents are provided direction to access online documents including the Parent-School Compact, Title I Parent-Involvement Policy, and resources to support them to stay informed on student academic achievement and progress. Parents are informed about student achievement data at the site's Annual Title I meeting and at other parent meetings. At School Site Council and ELAC meetings and other meetings convened throughout the year, parents learn about the Title I program and how it can serve their children through supplemental programs. Parents also receive information through the district and site webpage, weekly School Messengers via phone and/or email, parent teacher conferences, Family Nights, Back to School Night and Open House.

Accessibility

Chet F Harritt STEAM School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Chet F Harritt provides parents with frequent reports on their children's progress. This information can be translated upon request. All families can schedule conferences or meetings with staff members and translators can be secured as needed.. There is a 24-hour policy to return all email or phone messages from parent requests. All families have reasonable access to staff members through before and after school conferences, meetings, phone calls, and emails. Parents have opportunities to volunteer and participate in their child's class, and to visit classroom activities. Chet F Harritt translates into Spanish all school-wide notices Title I that are sent home to students through print. Santee School District and Chet F Harritt website can also be translated into 10 different languages (including Arabic and Spanish) in the upper left-hand corner of the website. Santee School District English Learner Department provides parental resources in relation to English Learner services in family home languages on the EL webpage and in the Santee School District English Learner Master Plan. Translators are available as needed for all conferences and meetings such as IEPs and SSTs. Chet F Harritt was remodeled in 2011/2012 allowing for easier access for individuals with disabilities and strives to accommodate all needs as they present themselves.

Responsibilities of School

Chet F Harritt will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.
- Involve parents in an organized, ongoing, and timely way in the planning, review and improvement of Title I programs, plans and policies.

School Parent Involvement Policy, Chet F Harritt administration will:

- Facilitate and implement the Title I Parent Involvement policy.
- Involve parents in the planning, review, and improvement of the School Parent Involvement Policy at least annually.
- Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.
- Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, Chet F Harritt administration will:

- Convene annual meetings to inform parents of their school's participation in Title I, the requirements of Title I and the right of parents to be involved.

- Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times to facilitate attendance by parents.

With regard to Title I Programs and Plans, Chet F Harritt administration will:

- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review, and improvement of any Title I programs at the school.
- If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, Chet F Harritt administration will with the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:

- the value and utility of contributions of parents.
- how to reach out to, communicate with, and work with parents as equal partners.
- implementing and coordinating parent programs.
- building ties between parents and the school.

With regard to the coordination with other programs, Chet F Harritt administration will:

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with YALE Preschool (District preschool) and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their student.

Shared responsibilities of Chet F Harritt administration and staff

Chet F Harritt administration and staff will:

- Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement.
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practical, in a language the parents can understand.
- Provide such other reasonable support for parental involvement activities as parents may request.
- Provide access to educational resources for parents to use together with their students.

Responsibilities of staff

The Chet F Harritt staff will:

- Assist the administration in facilitating and implementing the Title I Parent Involvement policy and parent involvement activities.
- Advise parents of their student's progress on a regular basis.
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. Host at least one parent/teacher conference to review student progress.

- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.

Responsibilities of parents

Chet F Harritt parents will support their student's learning at home by:

- monitoring attendance
- monitoring completion of home practice
- monitoring television watching and screen time.
- encouraging positive use of extracurricular time
- volunteering in the classroom.
- participating, as appropriate, in decisions related to their student's education.
- participating in school activities on a regular basis.
- actively communicating with school staff regarding their student's needs and circumstances.
- being aware of and follow rules and regulations of the school and school district.



Poliza de Participación de los Padres a Nivel Escolar del Título I Escuela Chet F Harritt STEAM 2022-2023

La Escuela Chet F Harritt STEAM ha desarrollado una póliza escrita de participación de los padres del Título I con la contribución de los padres del Título I. Los padres dan su opinión sobre la póliza en una reunión anual cada primavera. Adicionalmente, los padres líderes también revisan y proveen comentarios a la póliza de participación de los padres a nivel escolar en las reuniones del Consejo del Sitio Escolar. Chet F Harritt la distribuye publicando la póliza en el sitio web de la escuela y enviándola a casa a los padres anualmente a través de medios electrónicos (correo electrónico.). La póliza describe los medios para llevar a cabo los requisitos de participación de los padres del Título I. [20 USC 6318 Sección 1118(a)-(f) inclusive].

Participación de los Padres en el Programa Título I

Para involucrar a los padres en el programa del Título I en la Escuela Chet F Harritt STEAM, se han establecido las siguientes prácticas:

- ¿Cómo convocamos una reunión anual para informar a los padres de los alumnos del Título I sobre los requisitos del Título I y sobre el derecho de los padres a participar en el programa del Título I?
La Escuela Chet F. Harritt STEAM organiza nuestra reunión anual cerca de las Conferencias de Padres y Maestros. Durante la reunión, se explica a los padres información sobre el programa de Título I, los Estándares del Estado de California, los datos de rendimiento de los estudiantes y los derechos de los padres.
- ¿Cómo podemos ofrecer un número flexible de reuniones para los padres del Título I, como reuniones por la mañana o por la tarde?
La Escuela Chet F Harritt STEAM tiene reuniones con los padres en una variedad de horarios. El Consejo del Sitio Escolar, ELAC, la Noche de Regreso a la Escuela, las reuniones de la PTA, el Café con el Director y la Casa Abierta se programan en diferentes horarios para acomodar las necesidades de los interesados. Las reuniones individuales con los padres se coordinan a través de la oficina principal y se programan en horarios convenientes para los padres, incluyendo las mañanas y las tardes para acomodar las necesidades de los padres.
- ¿Cómo involucramos a los padres de los estudiantes del Título I de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I de la escuela y la póliza de participación de los padres del Título I?
Los padres están involucrados en la planificación, el monitoreo y las modificaciones involucradas con el programa de Título I principalmente a través de su participación en la planificación de todos los esfuerzos de reforma en la escuela. Los representantes elegidos de los padres y de las partes interesadas de la comunidad trabajan con el Consejo del Sitio Escolar para analizar los datos, monitorear el progreso y, cuando sea necesario, hacer modificaciones al programa de instrucción en Chet F Harritt tanto a través del plan del sitio escolar y la póliza de participación de los padres.
- ¿Cómo proporcionamos a los padres de los alumnos del Título I información oportuna sobre los programas del Título I?
Los padres reciben información sobre los programas del Título I anualmente a más tardar en las Conferencias de Padres/Maestros en noviembre. En las conferencias de Padres/Maestros los padres son dirigidos a los documentos en línea que pertenecen a Chet F Harritt incluyendo nuestra carta de bienvenida, el Acuerdo de Padres y Maestros del Título I, y la Póliza de Participación de los Padres del Título I, así como se les ofrece recursos para apoyar a los padres a mantenerse informados sobre el logro y el progreso académico de los estudiantes. Los padres son informados sobre los datos de

los logros de los estudiantes en la reunión anual del Título I y en otras reuniones de padres. En el Consejo Escolar, en las reuniones del ELAC y en otras reuniones realizadas a lo largo del año, los padres se informan sobre el programa Título I y sobre cómo puede beneficiar a sus hijos a través de programas complementarios. Los padres también reciben información a través de la página y sitio web del distrito, los Mensajeros Escolares semanales por teléfono y/o correo electrónico, las conferencias de padres y maestros, las Noches Familiares STEAM, la Noche de Regreso a la Escuela y la Casa Abierta.

- ¿Cómo proporcionamos a los padres de los alumnos del Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los alumnos y los niveles de competencia que se espera que alcancen los alumnos?

Los padres reciben una explicación de los programas existentes en Chet F Harritt durante la Reunión Anual del Título I, la Noche de Regreso a la Escuela, la Casa Abierta, las Reuniones del Consejo del Sitio Escolar y las reuniones del ELAC. Los maestros revisan y explican los datos del plan de estudios y la evaluación, incluyendo las expectativas de competencia en las conferencias de padres donde los padres hablan con los maestros uno-a-uno sobre el logro académico de sus hijos. Adicionalmente, la administración del sitio ha adoptado una póliza de puertas abiertas para promover una auténtica comunicación de dos lados con nuestros padres y miembros de la comunidad.

- Si los padres de los alumnos del Título I lo solicitan, ¿cómo proporcionamos oportunidades para tener reuniones periódicas que permitan a los padres participar en las decisiones relativas a la educación de sus hijos?

Los padres cuentan con una póliza de puertas abiertas en la Escuela Chet F Harritt STEAM. Los padres y las familias pueden coordinar reuniones con la administración o el personal de la escuela. Los padres pueden presentar comentarios por escrito con respecto al plan del sitio escolar y asistir a las reuniones regulares del Consejo del Sitio Escolar y las reuniones de ELAC.

La póliza de participación de los padres también se revisa anualmente con el Plan Único para el Logro de los Estudiantes. La póliza de Participación de los Padres del Título I se actualiza periódicamente para satisfacer las necesidades cambiantes de los padres y de la escuela.

Acuerdo entre la Escuela y los Padres

La Escuela Chet F Harritt STEAM distribuye a los padres de los estudiantes del Título I un acuerdo entre la escuela y los padres. El acuerdo, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe las formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del Estado. Cubre los siguientes puntos requeridos por la ley, así como otros puntos sugeridos por los padres de los estudiantes del Título I.

- La responsabilidad de la escuela de proporcionar un plan de estudios y una enseñanza de alta calidad
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre los padres y los profesores a través de, como mínimo, conferencias anuales entre padres y profesores; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres sean voluntarios y participen en la clase de su hijo; y oportunidades para observar las actividades del salón de clases.

Chet F Harritt solicita la opinión de los padres del Título I sobre el acuerdo dos veces al año. Una vez es durante las conferencias de padres y maestros y otra vez durante la reunión anual del Título I. El acuerdo también se presenta en las reuniones del ELAC y del Consejo Escolar para que los padres y el personal lo revisen y den su opinión. Los comentarios sobre el acuerdo también pueden ser proporcionados a lo largo del año cuando los padres deseen discutirlo con la administración. Los padres reciben información sobre los programas del Título I anualmente durante las conferencias de

padres y maestros en noviembre. En las conferencias de Padres/Maestros los padres reciben direcciones para las copias en línea del Acuerdo Padre-Escuela, la Póliza de Participación de los Padres del Título I, y los recursos para apoyar a los padres a mantenerse informados sobre el logro académico y el progreso de los estudiantes. Adicionalmente, muchos de estos recursos están disponibles en copia impresa si se solicitan. Los padres son informados sobre los datos de los logros de los estudiantes en la reunión anual del Título I y en otras reuniones de padres. En las reuniones del Consejo Escolar y del ELAC y en otras reuniones realizadas a lo largo del año, los padres se informan sobre el programa de Título I y cómo puede servir a sus hijos a través de programas suplementarios. Los padres también reciben información a través de la página y el sitio web del distrito, notificaciones a través del Boletín del Director, Mensajeros Escolares semanales por teléfono y/o correo electrónico, conferencias de padres y maestros, Noches Familiares STEAM, Noche de Regreso a la Escuela y Casa Abierta.

Crear la Capacidad de Participación

La Escuela Chet F Harritt STEAM incluye a los padres del Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- ¿Cómo proporcionamos a los padres del Título I asistencia para entender los estándares de contenido académico del Estado, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos?
Durante las Conferencias de Padres y Maestros, se comparten los estándares de contenido específicos del nivel de grado, así como el progreso de cada niño hacia el cumplimiento y el logro de los estándares. La Escuela Chet F Harritt STEAM organiza cada año Noches Familiares centradas en los Estándares de California en Artes del Lenguaje Inglés y Matemáticas. Los padres también reciben la información necesaria sobre el aprendizaje de los estándares, las evaluaciones y la supervisión del progreso a través de las conferencias de Padres y Maestros, la Reunión Anual del Título I, las reuniones del ELAC, las reuniones del Consejo del Sitio Escolar, el Boletín del Director, el sitio web de la escuela, el sitio web del distrito, entrenamientos de los padres del distrito y las reuniones incluyendo el DELAC y el Comité Asesor del Distrito.
- ¿Cómo proporcionamos a los padres del Título I materiales y entrenamiento para ayudarles a trabajar con sus hijos para mejorar el rendimiento de sus hijos?
Los maestros proporcionan materiales para llevar a casa basados en las necesidades específicas de los estudiantes utilizando materiales de intervención aprobados. Nuestro Especialista en Artes del Lenguaje y el Maestro de Recursos de Intervención también proporcionan recursos que se envían a casa para compartir estrategias para desarrollar las habilidades de alfabetización y comprensión de los estudiantes en casa. Los padres reciben entrenamiento en las Noches de Alfabetización y Matemáticas anuales sobre las formas de trabajar con los niños para mejorar el rendimiento, incluyendo información sobre la evaluación "Smarter Balanced" y herramientas en línea para la práctica. El entrenamiento está disponible para los padres de los estudiantes de la escuela intermedia en el uso de PowerSchool y cómo monitorear las asignaciones y calificaciones en los grados 6-8.
- Con la ayuda de los padres del Título I, ¿cómo educamos a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con ellos como socios iguales?
El desarrollo regular del personal de Chet F Harritt se centra a menudo en las mejores prácticas para trabajar como socios con los padres. Los profesores y el personal asisten a las reuniones de padres y a los entrenamientos de padres patrocinados por el distrito como socios de los padres participantes de la escuela.

- ¿Cómo coordinamos y integramos el programa de participación de los padres del Título I con otros programas, y llevamos a cabo otras actividades, como los centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos?

Chet F Harritt desarrolla subcomités de personal para diseñar noches de padres como la Noche de la Alfabetización, la Noche de Matemáticas y las Noches de STEAM, así como eventos escolares que involucran a la comunidad. Nuestro Especialista en Artes del Lenguaje y el Maestro de Recursos de Intervención también proporcionan recursos que se envían a casa para compartir estrategias para construir las habilidades de alfabetización y comprensión de los estudiantes en casa. Los padres reciben entrenamiento en las Noches de Alfabetización y Matemáticas anuales sobre las formas de trabajar con los niños para mejorar el rendimiento, incluyendo información sobre la Evaluación "Smarter Balanced", las Evaluaciones iReady, y otras herramientas en línea para la práctica.

- ¿Cómo distribuimos la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades a los padres del Título I en un formato y un lenguaje que los padres entiendan?

La Escuela Chet F Harritt STEAM traduce ciertas comunicaciones para eventos de la escuela a español. Los artículos en línea de Chet F Harritt, alojados en el sitio web de la escuela, pueden traducirse a varios idiomas desde el propio sitio web.

- ¿Cómo proporcionamos apoyo a las actividades de participación de los padres solicitadas por los padres del Título I?

Debido a la política de puertas abiertas, los padres se sienten invitados a solicitar programas de participación. Los padres informan que se sienten cómodos comunicándose con los maestros personalmente o a través de llamadas telefónicas, correo electrónico, o la página web de la escuela o durante las conferencias, donde pueden hacer solicitudes de actividades de participación o información, según sea necesario. Los padres reciben información sobre los programas del Título I anualmente durante las conferencias de padres y maestros en noviembre. En las conferencias de Padres/Maestros los padres reciben instrucciones para acceder a los documentos en línea, incluyendo el Acuerdo entre Padres y Escuela, la Póliza de Participación de los Padres del Título I, y los recursos para apoyarlos a mantenerse informados sobre el logro y el progreso académico de los estudiantes. Los padres son informados sobre los datos de los logros de los estudiantes en la reunión anual del Título I y en otras reuniones de padres. En las reuniones del Consejo Escolar y del ELAC y en otras reuniones realizadas a lo largo del año, los padres se informan sobre el programa Título I y sobre cómo puede servir a sus hijos a través de programas complementarios. Los padres también reciben información a través de la página y sitio web del distrito, los Mensajeros Escolares semanales por teléfono y/o correo electrónico, las conferencias de padres y maestros, las Noches Familiares, la Noche de Regreso a la Escuela y la Casa Abierta.

Accesibilidad

La Escuela Chet F Harritt STEAM ofrece oportunidades para la participación de todos los padres del Título I, incluyendo a los padres con conocimientos limitados de inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden.

Chet F Harritt proporciona a los padres informes frecuentes sobre el progreso de sus hijos. Esta información puede ser traducida si se solicita. Todas las familias pueden organizar conferencias o reuniones con los miembros del personal y se pueden conseguir intérpretes cuando sea necesario.. Hay una póliza de 24 horas para devolver todos los mensajes de correo electrónico o teléfono de las solicitudes de los padres. Todas las familias tienen un acceso razonable a los miembros del personal a través de conferencias antes y después de la escuela, reuniones, llamadas telefónicas y correos electrónicos. Los padres tienen la oportunidad de ser voluntarios y participar en la clase de su hijo, y ver las actividades del salón. Chet F Harritt traduce al español todos los avisos de la escuela Título I que se envían a casa a los

estudiantes a través de la impresión. El sitio web del Distrito Escolar de Santee y de Chet F Harritt también puede ser traducido a 10 idiomas diferentes (incluyendo el árabe y el español) en la esquina superior izquierda del sitio web. El Departamento de Estudiantes de Inglés del Distrito Escolar de Santee proporciona recursos para los padres en relación con los servicios para los estudiantes de inglés en los idiomas de las familias en la página web de EL y en el Plan Maestro de Estudiantes de Inglés del Distrito Escolar de Santee. Los intérpretes están disponibles según sea necesario para todas las conferencias y reuniones, tales como IEP y SST. Chet F Harritt fue remodelada en 2011/2012 para facilitar el acceso a las personas con discapacidad y se esfuerza por acomodar todas las necesidades que se presentan.

Responsabilidades de la Escuela

Chet F Harritt:

- Proporcionara un plan de estudios y instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes cumplir con los estándares académicos del estado.
- Involucrara a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas, planes y políticas del Título I.

Póliza de Participación de los Padres de la Escuela, la administración de Chet F Harritt:

- Facilitara y aplicara la Poliza de Participación de los Padres del Título I.
- Involucrara a los padres en la planificación, revisión y mejora de la Poliza de Participación de los Padres de la Escuela al menos una vez al año.
- Informara a los padres de la Poliza de Participación de los Padres de la Escuela en un formato comprensible y uniforme y, a la medida posible, en un idioma que los padres puedan entender.
- Pondra a disposición de la comunidad la Poliza de Participación de los Padres de la Escuela.

Con respecto a las reuniones de padres, la administración de Chet F Harritt:

- Organizara reuniones anuales para informar a los padres sobre la participación de su escuela en el Título I, los requisitos del Título I y el derecho de los padres a participar.
- Informara a los padres de todas las reuniones y animarles e invitarles a asistir. Las reuniones se ofrecerán en varias fechas y horas convenientes para facilitar la asistencia de los padres.

Con respecto a los Programas y Planes del Título I, la administración de Chet F Harritt:

- Informara a los padres sobre los objetivos y propósitos del Título I, cualquier programa del Título I en la escuela, el plan de estudios utilizado en los programas, las evaluaciones académicas utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen.
- Involucrara a los padres en la planificación, revisión y mejora de cualquier programa del Título I en la escuela.
- Si el plan del Título I no es satisfactorio para los padres, presentara cualquier comentario de los padres sobre el plan cuando se presente al distrito.
- Si lo solicitan los padres, proporcionara oportunidades para reuniones regulares de los padres y la escuela donde los padres pueden ofrecer sugerencias y preguntar sobre las políticas y programas del Título I.
- Responderá oportunamente a las sugerencias y preguntas de los padres.
- Proporcionara asistencia a los padres, según corresponda, en la comprensión de temas tales como el contenido académico del estado y los estándares de rendimiento, las evaluaciones académicas estatales y locales, los requisitos del Título I, cómo monitorear el progreso académico de su estudiante y cómo trabajar con el personal de la escuela para mejorar el rendimiento del estudiante.

Con respecto al desarrollo profesional, la administración de Chet F Harritt, con la ayuda de los padres, educará a los profesores, al personal de servicios a los alumnos, a los directores y a otros miembros del personal en:

- el valor y la utilidad de las contribuciones de los padres.
- cómo acudir a los padres, comunicarse con ellos y trabajar con ellos como socios iguales.
- implementar y coordinar los programas para padres.
- crear lazos entre los padres y la escuela.

Con respecto a la coordinación con otros programas, la administración de Chet F Harritt:

- En la medida en que sea factible y apropiado, coordinar y integrar los programas y actividades de participación de los padres con el Preescolar YALE (preescolar del Distrito) y el preescolar público y otros programas, y llevar a cabo otras actividades, como los centros de recursos para padres, que alienten y apoyen a los padres a participar más plenamente en la educación de su estudiante.

Responsabilidades compartidas de la administración y el personal de Chet F Harritt

La administración y el personal de Chet F Harritt:

- Proporcionara asistencia a los padres, según corresponda, en la comprensión de temas tales como el contenido académico del estado y los estándares de rendimiento, las evaluaciones académicas estatales y locales, los requisitos del Título I, cómo monitorear el progreso académico de su estudiante y cómo trabajar con el personal de la escuela para mejorar el rendimiento del estudiante.
- Proporcionara materiales y entrenamiento para ayudar a los padres a trabajar con su estudiante para mejorar el rendimiento del estudiante, como el entrenamiento de alfabetización y el uso de la tecnología según sea apropiado, para fomentar la participación de los padres.
- Asegurar de que toda la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender.
- Proporcionar cualquier otro apoyo razonable para las actividades de participación de los padres que los padres puedan solicitar.
- Proporcionar acceso a recursos educativos para que los padres los usen junto con sus estudiantes.
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Responsabilidades del Personal

El Personal de Chet F Harritt:

- Ayudar a la administración a facilitar e implementar la política de participación de los padres del Título I y las actividades de participación de los padres.
- Informar a los padres sobre el progreso de sus estudiantes de forma regular.
- Ser fácilmente accesible para los padres y proporcionar oportunidades para que los padres se reúnan con ellos regularmente para discutir el progreso de sus estudiantes y participar según corresponda en las decisiones relacionadas con la educación de sus estudiantes. Organice al menos una conferencia de padres / maestros para revisar el progreso de los estudiantes.
- Brinde oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus estudiantes y observen las actividades del aula.
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Responsabilidades de los Padres

Los padres de Chet F Harritt apoyarán el aprendizaje de sus estudiantes en casa al:

- Seguimiento de la asistencia
- Supervisar la finalización de la práctica en el hogar
- Monitoreo de la televisión y el tiempo de pantalla.
- Fomentar el uso positivo del tiempo extracurricular
- Voluntariado en el aula.
- Participar, según corresponda, en las decisiones relacionadas con la educación de sus estudiantes.

- participar en actividades escolares de forma regular.
- Comunicarse activamente con el personal de la escuela con respecto a las necesidades y circunstancias de sus estudiantes.
- Conocer y seguir las reglas y regulaciones de la escuela y el distrito escolar.
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