



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 2023	January 2024

Purpose and Description

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

Additional Targeted Support and Improvement

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

Chet F. Harritt STEAM School community and staff believe that all children should achieve their academic goals in a safe, inspiring environment. This plan outlines how the campus identifies areas of need and allots its resources to support all children to achieve. All children deserve quality classroom instruction. To support staff in that endeavor, 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 Multi-Tiered Systems of Support (MTSS) Team meets regularly, and teachers are encouraged to bring any student before the team who is experiencing difficulty in the areas of attendance, behavior, social emotional behavior, and/or academics. The MTSS team includes the classroom teacher, the Language Arts Specialist, the school counselor, and a curriculum specialist at minimum. This team works together to bring at-risk students to the Student Success Team (SST) as needed to create action plans for intervention and student success. The SST Team includes the Language Arts Specialist, parents, the classroom teacher(s), administration, representation from the Special Education department (e.g. Resource Specialist, Psychologist, Specialized Academic Instructor) and other specialists as needed. An Attendance Team supports families to improve daily attendance as well as analyzes trend data in order to recommend supports for those identified as chronically absent. 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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement	9
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance	24
Academic Engagement	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	38
Goal 3.....	43
Goal 4.....	47
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54
Instructions.....	55

Instructions: Linked Table of Contents.....55

Purpose and Description.....56

Educational Partner Involvement56

Resource Inequities56

Goals, Strategies, Expenditures, & Annual Review57

Annual Review58

Budget Summary59

Appendix A: Plan Requirements61

Appendix B:.....64

Appendix C: Select State and Federal Programs66

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).

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

Results:

Spring 2023 Panorama Education Survey (249 responses)

Indications that students overall feel safe on campus but there was a decline to 69% of students identifying as feeling "safe" or "very safe" on campus. This is a decrease of 7% from Spring 2022.

Indications that students feel less able to show a growth mindset with 70% identifying a positive growth mindset. This is a slight decrease of 2% from Spring 2022.

Based on these results, 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.

Students identify they are feeling slightly less able to engage in difficult work, especially when they don't feel they are naturally able to do so.

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 allow for data collection.

Data findings:

Classroom visits increased during the 2022-2023 school year and observations indicate high levels of skill in instructional practice and engagement with an ongoing need to increase teacher clarity and student resilience 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. Student resilience is indicated by measuring aspects of students' mindset, looking for a growth mindset or growth mindset-like attitude and persistent engagement in challenging work.

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. This year professional learning topics at the site level will include Growth Mindset, Learning Targets and Success Criteria, Use of Technology in the Classroom (Focused on iPads and apps), implementation of new Science curriculum, and others as identified needs by staff and administration.

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

Santee School District has six Curriculum Resource Teachers (CRTs) who support teachers through planning, professional development sessions, MTSS meetings, and modeled lessons. Santee School District also provides ongoing professional development for teachers. This year Chet teachers will participate in trainings in Science, Cognitively Guided Instruction, College Preparatory Math, and other topics as offered.

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. The emphasis during that time is data analysis, instructional planning and goal setting.

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) and Instructional Assistants 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 district adopted 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 district adopted curricular materials are State Board adopted, and include intervention materials. Additionally, as a school, Chet has purchased Leveled Literacy Intervention materials, Reading A-Z (for reading in primary grades), Novel Effect (read aloud support), BrainPop science supplemental videos and materials, Reflex Math and Frax 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 Multi Tiered Systems of Support (MTSS) process that allows access to intervention 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.

Chet F. Harritt has dedicated a team to tracking attendance and identifying and reaching out to families struggling with regular attendance. This year, we will be focusing on our Homeless and Multilingual Learners and their struggles with chronic absenteeism.

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 for 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, Counselor, Psychologist, SST Team, School Social Worker/ERMHS Therapist, and Outside Mental Health Providers funded through the school district and outside sources. 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), and District English Language Acquisition Committee (DELAC). Each site-based group (SSC, PTA, ELAC) is presented with updated information about school programs and the Single Plan, and they are given the opportunity to provide feedback in the development and implementation of the plan.

Funding

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

Increased staffing (Instructional Assistants) in our Intervention program and supplemental intervention materials to meet the needs of at-risk students. Implementation of a dedicated Attendance Team to support struggling families.

Fiscal support (EPC)

Title I: \$75,081

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 School Site Council (SSC) meets monthly and looks at student data as well as budget updates in order to maintain the implementation of the plan. Our ELAC also meets regularly to look at our progress on our learning goals for all students with an emphasis on the success of Multi Language Learners. Chet's PTA is also informed of our plan's goals for the year and given opportunities to ask questions and provide feedback on the plan.

Chet's staff members 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. They are the primary users of the supports offered through the plan and are tasked to be sure that the supports are effective and appropriate to meet our goals.

This plan is a living document that is reviewed throughout the year by these stakeholders. It is expected that as supports continue to be identified throughout the year, the SSC will review the value of these supports and align the budget accordingly. Following these adjustments, student data will be reviewed to verify that the supports are facilitating improved student achievement.

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard, local assessments, including iReady, district ELA assessments, teacher created assessments, and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders. We believe a resource inequity does exist. Data indicated that our Multi Language Learners and Homeless students are disproportionately struggling with Chronic Absenteeism. We are redirecting resources to address this inequity. This is addressed in this plan in Goal 3, Strategy/Activity 4.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.84%	0.33%	7	5	2
African American	4.2%	3.01%	2.16%	26	18	13
Asian	1.8%	2.01%	1.99%	11	12	12
Filipino	2.6%	2.17%	1.99%	16	13	12
Hispanic/Latino	28.9%	30.94%	31.67%	178	185	191
Pacific Islander	%	%	0.33%			2
White	53.3%	50.67%	50.08%	328	303	302
Multiple/No Response	8.1%	10.37%	11.44%	50	62	69
Total Enrollment				616	598	603

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	70	85
Grade 1	84	66	60
Grade 2	82	70	64
Grade3	68	68	68
Grade 4	49	71	57
Grade 5	65	62	73
Grade 6	57	77	58
Grade 7	85	60	83
Grade 8	35	54	55
Total Enrollment	616	598	603

Conclusions based on this data:

1. Our student population and student group make-up vary from year to year, primarily due to our military population. Current trends include an increase in multiple/no response and slight increase in Hispanic/Latino.
2. Enrollment remains steady from last year with a slight increase.
3. We intend to promote enrollment at Chet by capitalizing on our Transitional Kindergarten (TK) classes on campus as well as an expanding STEAM program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	34	31	31	5.50%	5.2%	5.1%
Fluent English Proficient (FEP)	31	23	33	5.00%	3.8%	5.5%
Reclassified Fluent English Proficient (RFEP)	2	8	5	5.9%	14.8%	11.9%

Conclusions based on this data:

1. Our percentage of Multilingual Learners is stable from last year.
2. The percentage of reclassified fluent English Proficient (RFEP) students fell and increased based on the Global Pandemic. Last year, numbers fell between those extremes.
3. We continue to critically look at our reclassification process to be sure that students who are reclassified are ready for that step, and we monitor them carefully after reclassification to support them.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	70	72	61	70	70	61	70	70	93.8	100.0	97.2
Grade 4	49	69	60	49	67	60	49	67	60	100.0	97.1	100.0
Grade 5	65	60	71	64	58	70	64	58	70	98.5	96.7	98.6
Grade 6	56	83	57	53	79	56	53	79	56	94.6	95.2	98.2
Grade 7	87	54	78	84	52	78	84	52	78	96.6	96.3	100.0
Grade 8	33	49	57	31	47	55	31	47	55	93.9	95.9	96.5
All Grades	355	385	395	342	373	389	342	373	389	96.3	96.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2438.	2449.	2433.	22.95	38.57	27.14	31.15	20.00	27.14	22.95	21.43	21.43	22.95	20.00	24.29
Grade 4	2477.	2489.	2504.	32.65	32.84	36.67	20.41	17.91	25.00	20.41	29.85	25.00	26.53	19.40	13.33
Grade 5	2526.	2525.	2524.	26.56	32.76	22.86	39.06	25.86	38.57	17.19	15.52	18.57	17.19	25.86	20.00
Grade 6	2533.	2539.	2513.	16.98	20.25	12.50	35.85	41.77	35.71	32.08	18.99	28.57	15.09	18.99	23.21
Grade 7	2554.	2536.	2541.	19.05	11.54	15.38	33.33	42.31	33.33	27.38	21.15	32.05	20.24	25.00	19.23
Grade 8	2588.	2572.	2535.	22.58	27.66	12.73	35.48	29.79	27.27	22.58	25.53	25.45	19.35	17.02	34.55
All Grades	N/A	N/A	N/A	23.10	27.61	21.34	32.75	29.49	31.36	23.98	21.98	25.19	20.18	20.91	22.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.95	18.57	20.00	67.21	67.14	60.00	9.84	14.29	20.00
Grade 4	28.57	25.37	26.67	55.10	62.69	66.67	16.33	11.94	6.67
Grade 5	23.44	24.14	20.00	62.50	62.07	71.43	14.06	13.79	8.57
Grade 6	11.32	20.25	12.50	66.04	58.23	57.14	22.64	21.52	30.36
Grade 7	23.81	15.38	19.23	52.38	61.54	61.54	23.81	23.08	19.23
Grade 8	25.81	34.04	12.73	61.29	46.81	56.36	12.90	19.15	30.91
All Grades	22.51	22.52	18.77	60.23	60.32	62.47	17.25	17.16	18.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.00	30.00	20.00	56.67	50.00	55.71	23.33	20.00	24.29
Grade 4	22.45	20.90	23.33	53.06	58.21	68.33	24.49	20.90	8.33
Grade 5	32.81	29.31	17.14	48.44	48.28	62.86	18.75	22.41	20.00
Grade 6	24.53	13.92	12.50	58.49	68.35	60.71	16.98	17.72	26.79
Grade 7	17.86	11.54	14.10	61.90	63.46	60.26	20.24	25.00	25.64
Grade 8	19.35	25.53	10.91	58.06	40.43	60.00	22.58	34.04	29.09
All Grades	22.87	21.72	16.45	56.30	55.76	61.18	20.82	22.52	22.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.92	11.43	12.86	81.97	74.29	80.00	13.11	14.29	7.14
Grade 4	8.16	16.42	23.33	85.71	79.10	73.33	6.12	4.48	3.33
Grade 5	14.06	15.52	18.57	70.31	72.41	80.00	15.63	12.07	1.43
Grade 6	9.43	15.19	5.36	83.02	79.75	80.36	7.55	5.06	14.29
Grade 7	19.05	11.54	8.97	65.48	78.85	76.92	15.48	9.62	14.10
Grade 8	9.68	23.40	12.73	83.87	59.57	70.91	6.45	17.02	16.36
All Grades	11.70	15.28	13.62	76.61	74.80	77.12	11.70	9.92	9.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.67	27.14	21.43	65.57	57.14	67.14	14.75	15.71	11.43
Grade 4	18.37	23.88	21.67	61.22	64.18	65.00	20.41	11.94	13.33
Grade 5	26.56	27.59	20.00	60.94	58.62	71.43	12.50	13.79	8.57
Grade 6	18.87	24.05	12.50	73.58	67.09	69.64	7.55	8.86	17.86
Grade 7	28.57	19.23	17.95	57.14	57.69	66.67	14.29	23.08	15.38
Grade 8	29.03	29.79	14.55	61.29	59.57	60.00	9.68	10.64	25.45
All Grades	23.68	25.20	18.25	62.87	61.13	66.84	13.45	13.67	14.91

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 4% decrease in Meeting or Exceeding Standards in ELA from last year.
3. A schoolwide instructional goal on improving ELA scores with a focus on reading comprehension and writing in non-fictional texts and genres is indicated. (See Goal 1)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	70	72	55	70	71	55	70	71	84.6	100.0	98.6
Grade 4	49	70	60	49	67	60	49	67	60	100.0	95.7	100.0
Grade 5	65	60	71	63	60	70	63	60	70	96.9	100.0	98.6
Grade 6	56	84	58	52	81	57	51	81	57	92.9	96.4	98.3
Grade 7	87	54	78	85	52	78	85	52	78	97.7	96.3	100.0
Grade 8	33	49	57	30	48	55	30	48	55	90.9	98.0	96.5
All Grades	355	387	396	334	378	391	333	378	391	94.1	97.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2450.	2454.	2446.	30.91	30.00	23.94	29.09	34.29	30.99	27.27	20.00	28.17	12.73	15.71	16.90
Grade 4	2479.	2506.	2514.	18.37	29.85	36.67	34.69	22.39	30.00	26.53	31.34	25.00	20.41	16.42	8.33
Grade 5	2510.	2508.	2515.	22.22	28.33	20.00	20.63	21.67	21.43	31.75	15.00	31.43	25.40	35.00	27.14
Grade 6	2521.	2523.	2505.	21.57	12.35	14.04	15.69	27.16	15.79	39.22	34.57	36.84	23.53	25.93	33.33
Grade 7	2548.	2549.	2539.	21.18	23.08	17.95	28.24	23.08	20.51	22.35	28.85	33.33	28.24	25.00	28.21
Grade 8	2558.	2556.	2524.	13.33	29.17	14.55	20.00	16.67	20.00	36.67	16.67	30.91	30.00	37.50	34.55
All Grades	N/A	N/A	N/A	21.92	24.87	21.23	25.23	24.87	23.27	29.43	25.13	30.95	23.42	25.13	24.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.27	38.57	29.58	56.36	47.14	52.11	16.36	14.29	18.31
Grade 4	24.49	37.31	45.00	53.06	44.78	45.00	22.45	17.91	10.00
Grade 5	22.22	28.33	18.57	53.97	35.00	52.86	23.81	36.67	28.57
Grade 6	25.49	11.11	12.28	43.14	61.73	45.61	31.37	27.16	42.11
Grade 7	25.00	30.77	25.64	50.00	50.00	48.72	25.00	19.23	25.64
Grade 8	23.33	20.83	16.36	53.33	43.75	54.55	23.33	35.42	29.09
All Grades	24.70	27.51	24.81	51.51	47.88	49.87	23.80	24.60	25.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	34.55	31.43	29.58	52.73	54.29	56.34	12.73	14.29	14.08
Grade 4	16.33	26.87	35.00	59.18	50.75	50.00	24.49	22.39	15.00
Grade 5	22.22	26.67	20.00	44.44	45.00	57.14	33.33	28.33	22.86
Grade 6	13.73	11.11	8.77	56.86	61.73	49.12	29.41	27.16	42.11
Grade 7	20.00	15.38	14.10	54.12	59.62	51.28	25.88	25.00	34.62
Grade 8	13.33	27.08	9.09	63.33	56.25	69.09	23.33	16.67	21.82
All Grades	20.72	22.75	19.69	54.05	54.76	55.24	25.23	22.49	25.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36.36	28.57	23.94	50.91	54.29	66.20	12.73	17.14	9.86
Grade 4	20.41	25.37	36.67	61.22	62.69	48.33	18.37	11.94	15.00
Grade 5	22.22	26.67	17.14	65.08	48.33	67.14	12.70	25.00	15.71
Grade 6	15.69	14.81	15.79	66.67	66.67	59.65	17.65	18.52	24.56
Grade 7	15.29	19.23	12.82	64.71	63.46	66.67	20.00	17.31	20.51
Grade 8	10.00	20.83	7.27	73.33	56.25	56.36	16.67	22.92	36.36
All Grades	20.42	22.49	18.93	63.06	58.99	61.38	16.52	18.52	19.69

Conclusions based on this data:

1. Analysis of State, District, and classroom assessment showed that a minority of our students are performing within their grade-level band.
2. Data indicates a 5% decrease in Meeting or Exceeding Standards in Mathematics overall from last year.
3. A school goal on improving math number sense and problem solving is appropriate as it attends to achievement across grade levels. (See Goal 2)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	6
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	5	4	*
3	*	*	*	*	*	*	*	*	*	6	*	6
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	*	5	*
6	*	*	*	*	*	*	*	*	*	*	5	*
7	*	*	*	*	*	*	*	*	*	5	*	5
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										32	28	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	35.71	25.81	28.13	21.43	19.35	21.88	7.14	25.81	0.00	35.71	29.03	32	28	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.13	53.57	38.71	37.50	7.14	12.90	9.38	3.57	19.35	0.00	35.71	29.03	32	28	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	10.71	19.35	40.63	35.71	9.68	28.13	21.43	38.71	12.50	32.14	32.26	32	28	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.88	28.57	25.81	46.88	42.86	51.61	6.25	28.57	22.58	32	28	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	81.25	53.57	45.16	18.75	7.14	16.13	0.00	39.29	38.71	32	28	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	17.86	19.35	53.13	46.43	32.26	21.88	35.71	48.39	32	28	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	25.00	16.13	65.63	35.71	61.29	9.38	39.29	22.58	32	28	31

Conclusions based on this data:

1. Our student population designated as Multilingual Learners is small, and we dedicate classroom time and pull-out support for these students.
2. Current data is limited due to changes in reporting.
3. Multilingual 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.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
603	42.3	5.1	0.2
Total Number of Students enrolled in Chet F Harritt STEAM School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	5.1
Foster Youth	1	0.2
Homeless	20	3.3
Socioeconomically Disadvantaged	255	42.3
Students with Disabilities	94	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.2
American Indian	2	0.3
Asian	12	2
Filipino	12	2
Hispanic	191	31.7
Two or More Races	69	11.4
Pacific Islander	2	0.3
White	302	50.1

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 through programs like Anchored4Life, ESGI, and iReady.

School and Student Performance Data





Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

- Academic performance rates need continued focus with an emphasis on improving math scores (See Goals 1 and 2)
- Chronic Absenteeism is a site concern. We have specific student groups who are disproportionately in this category (Homeless and Multilingual Learners) who require extra attention. (See Goal 3)

3. We continue to monitor our suspension rates and seek alternative forms of intervention.

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 2.9 points above standard Decreased -8.4 points 365 Students	19.4 points below standard Decreased Significantly -33.7 points 30 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
15.1 points below standard Decreased Significantly -27.6 points 13 Students	 Orange 17.9 points below standard Decreased -8.3 points 161 Students	 Red 72.2 points below standard Decreased -7.4 points 73 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	2 Students	9 Students	8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Orange	 No Performance Color	 Yellow
1.4 points above standard	19.9 points below standard	0 Students	4.3 points above standard
Decreased -6.1 points	Decreased -14.7 points		Decreased -10.7 points
110 Students	38 Students		190 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.2 points below standard	34.7 points above standard	4.6 points above standard
Decreased Significantly -37.5 points	Decreased Significantly -20.6 points	Decreased -5.2 points
13 Students	17 Students	326 Students

Conclusions based on this data:

1. Students categorized as "Socioeconomically Disadvantaged" and "Students with Disabilities" continue to struggle with achievement and remain the lowest performing student groups.
2. While our current Multilingual Learner students are performing significantly below standard, our reclassified MLL students are performing well above.
3. Our students identified as Hispanic and Two or More Races, continue to increase, however their performance is below standard overall.

School and Student Performance Data

Academic Performance Mathematics

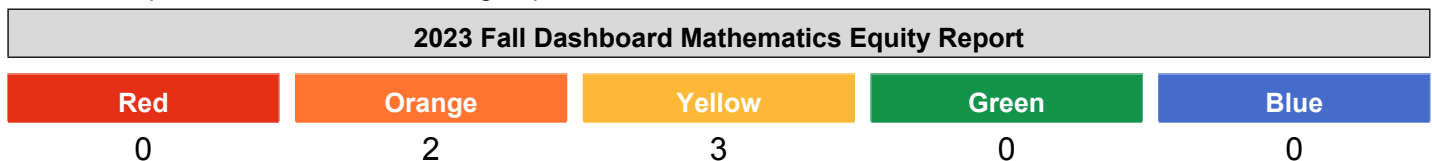
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 12.8 points below standard Decreased -7.3 points 365 Students	English Learners 45.1 points below standard Decreased Significantly -24.4 points 30 Students	Foster Youth  No Performance Color 0 Students
Homeless 89.2 points below standard Decreased Significantly -82.4 points 13 Students	Socioeconomically Disadvantaged  Orange 38.3 points below standard Decreased Significantly -15.1 points 161 Students	Students with Disabilities  Yellow 75.6 points below standard Increased +8.6 points 73 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 2 Students	Less than 11 Students 9 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.1 points below standard Decreased Significantly - 18.9 points 110 Students	 Yellow 29.8 points below standard Increased +6.6 points 38 Students	 No Performance Color 0 Students	 Yellow 2.4 points below standard Maintained +1.1 points 190 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.3 points below standard Decreased Significantly -22.2 points 13 Students	15.9 points below standard Decreased Significantly -19.9 points 17 Students	10.6 points below standard Decreased -5 points 326 Students

Conclusions based on this data:

- Students identified as "Socioeconomically Disadvantaged" and "Students with Disabilities" continue to perform at levels below standard.
- Multilingual Learners are performing significantly below standard, however the reclassified learner group is performing above standard.
- Our students identified as Hispanic and Two or More Races, continue to increase, however their performance is significantly below standard overall.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

63.6 points above standard making progress towards English language proficiency

Number of EL Students: 22 Students
Performance Level: No Performance Level

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.

2023 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
2	6	3	11

Conclusions based on this data:

1. A large percentage of our Multilingual Learner students progressed toward English fluency.
2. We have a small number of students identified in this category.
3. Current practice appears to be meeting needs of the majority of our students in this category. We need to investigate and find supports as needed for any students decreasing their proficiency level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

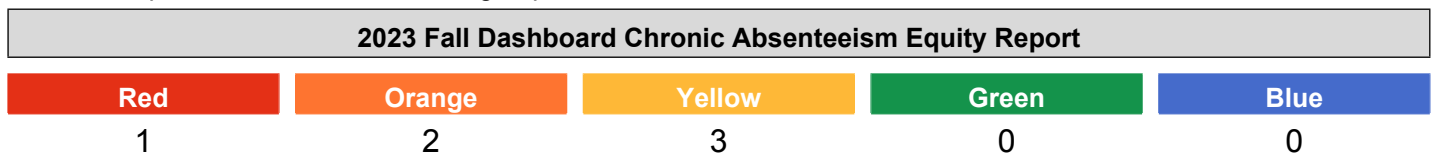
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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






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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>21.5% Chronically Absent</p> <p>Declined Significantly -6.5</p> <p>637 Students</p>	English Learners  <p>Red</p> <p>28.9% Chronically Absent</p> <p>Increased 4.6</p> <p>38 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless <p>47.6% Chronically Absent</p> <p>Increased 13.3</p> <p>21 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>28.3% Chronically Absent</p> <p>Declined Significantly -8.3</p> <p>276 Students</p>	Students with Disabilities  <p>Orange</p> <p>24.6% Chronically Absent</p> <p>Declined -8.5</p> <p>118 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
11.1% Chronically Absent Declined -5.6 18 Students	Less than 11 Students 2 Students	0% Chronically Absent Declined -25 12 Students	6.3% Chronically Absent Declined -1.4 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.2% Chronically Absent Declined Significantly -3.4 199 Students	 Orange 25.7% Chronically Absent Declined -0.8 70 Students	Less than 11 Students 2 Students	 Yellow 17.3% Chronically Absent Declined Significantly -8.3 318 Students

Conclusions based on this data:

1. We recognize our need to address Chronic Absenteeism as it is the indicator that identified us to an ATSI school.
2. Creating a dedicated Attendance Team to work with struggling families is indicated. (See Goal 3, Strategy/Activity 4)
3. We are using our Improving Chronic Absentee Network (I CAN) Program affiliation to inform our Attendance Committee to create support systems for chronically absent students and their families.

School and Student Performance Data

Conditions & Climate Suspension Rate

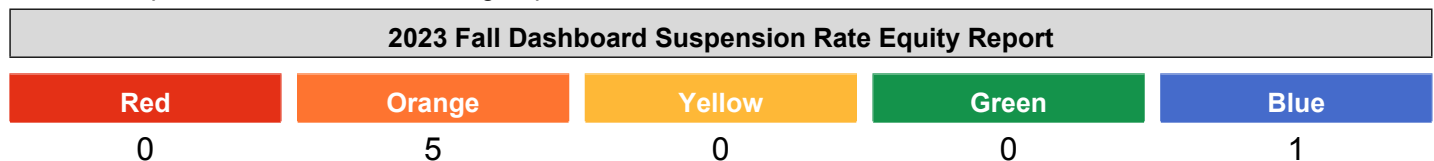
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 3.5% suspended at least one day Increased 1 649 Students	English Learners Blue 0% suspended at least one day Maintained 0 38 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day Maintained 0 21 Students	Socioeconomically Disadvantaged Orange 3.6% suspended at least one day Increased 1.3 281 Students	Students with Disabilities Orange 9.9% suspended at least one day Declined -0.8 121 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day Maintained 0 18 Students	American Indian Less than 11 Students 2 Students	Asian 0% suspended at least one day Maintained 0 12 Students	Filipino 6.3% suspended at least one day Increased 6.3 16 Students
Hispanic  3.4% suspended at least one day Increased 2 204 Students	Two or More Races  5.6% suspended at least one day Increased 2.7 72 Students	Pacific Islander Less than 11 Students 2 Students	White  3.4% suspended at least one day Maintained -0.1 323 Students

Conclusions based on this data:

1. Continuing to work on restorative practices and alternatives to suspension is indicated.
2. Our suspension rate is affected by the Social-Emotional Special Day Class on campus and the challenges presented by behaviors from that program. This is evident in our Students with Disabilities data.

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 and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

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 from Spring 2023.

Identified Need

At the end of 2022-2023, students showed an overall decrease in ELA performance with continued struggles 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
iReady Reading - Grades K-8	EOY 2022 62% Met or Exceeded Standard (-2 from 2022)	67% Meeting or Exceeding Standard
CAASPP ELA (School-wide Met or Exceeded Standard) 3-8	Spring 2023 53% Met or Exceeded Standard (-4 from 2022)	58% Meeting or Exceeding Standard
California Dashboard	Overall "High" performance	Maintain or increase performance

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. This will be provided using the new Science adoptions whenever possible.

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)
3,000	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. focused on non-fictional text
2,000	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

Individual and 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)
1,750	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)

2,338

Source(s)

LCFF - Supplemental
None Specified
Procure and provide guided reading materials to support small group, targeted instruction

3,000

Title I
None Specified
Purchase of manipulatives and individual student supplies for literacy instruction

2,000

LCFF - Supplemental
None Specified
Purchase of manipulatives and individual student supplies for literacy instruction

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 of 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)

25,000

Source(s)

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)	Source(s)
2,000	LCFF - Base None Specified Technology equipment upgrades and replacements as needed
1,000	Prop 20 Lottery None Specified Technology upgrades and equipment to allow access to curriculum
1,000	LCFF - Supplemental None Specified Technology equipment upgrades and replacements as needed
2,500	Title I None Specified Supplemental software support for ELA instruction including Reading A-Z subscription and other apps/subscriptions as needed

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)	Source(s)
5,584	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)

2,000

Source(s)

Title I

None Specified

Materials and services to support literacy-based parent involvement events including childcare and materials

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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 had narrowed the goal to work with non-fiction text, an area of need across all grade levels. Student achievement did not increase.

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 was a change in budgeted expenditures from what was planned. We did not find professional development opportunities that fit our goal so those funds were not used. There was no major differences between the intended implementation of the other 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 change between last year and this year is the increase in hired support staff. Another year of Title I funding allowed us to do so. 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

Mathematics and Science

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

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 - Grades 3-8	Spring 2023 45% Met or Exceeded Standard (-5% from 2022)	50% Meeting or Exceeding Standard
iReady Math - Grades K-8	EOY 2023 57% Met or Exceeded Standard (-4% from 2022)	62% Meeting or Exceeding Standard
California Dashboard	Overall "Medium" performance	Increase performance to "High" performance

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 increased achievement in standards-based 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)
2,500	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., supporting math instruction such as Cognitively Guided Instruction (CGI) and and College Preparatory Math (CPM) trainings and support.
1,000	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., supporting math instruction such as Cognitively Guided Instruction (CGI) and and College Preparatory Math (CPM) trainings and support.

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 during Tier 1 and Tier 2 instructional times.

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
2,000	Title I None Specified

	Purchase of materials, manipulatives, and individual student supplies to support mathematics learning
2,000	LCFF - Base None Specified Purchase of materials, manipulatives, and individual student supplies to support mathematics learning

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)	Source(s)
2,000	Prop 20 Lottery None Specified Technology upgrades, equipment, software, and replacements to allow access for students to the curriculum
7,000	Title I None Specified Supplemental software support for math instruction including Reflex Math and Frax Math subscriptions and other apps/subscriptions as needed
2,500	LCFF - Base None Specified Technology upgrades, equipment, 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)	Source(s)
1,000	LCFF - Base 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)	Source(s)
451	LCFF - Base None Specified Purchase of curriculum materials and classroom materials to support CCSS and NGSS.
3,836	Prop 20 Lottery None Specified Producing materials for instruction including copies.
5,081	Title I None Specified Purchase of curriculum materials and classroom materials to support mathematics standards-based lesson and unit development and supplemental science materials.

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)

1,500

Source(s)

Title I
None Specified
Child care and publications to support parent education night on mathematics.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our overall goal for Mathematics was the application of mathematical process. While our professional learning in this area increased, scores did not increase.

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 some changes in budgeted expenditures. We spent a little more money on manipulatives than was budgeted. We also didn't engage in professional development that required cost. Other strategies and activities were implemented as intended.

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 change between last year and this year is the increase in hired support staff. Another year of Title I funding allowed us to do so. See Goal 1, Strategy 4. The other change is that our goal is now focused on Numbers and Operations in an attempt to narrow focus and increase student achievement more broadly.

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, Well Being, and Attendance

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.

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 by decreasing the amount of chronic absenteeism on campus.

Identified Need

The Panorama Survey shows that we have a decline in the areas of safety and growth mindset. Responses indicate that student-to-student problems are still a concern on campus. Data also indicates that students struggle believing they can do well even if they are not naturally good at something. We have also been identified as needing improvement (ATSI) in the area of Chronic Absenteeism for our Homeless and Multi Language Learners. (formerly referred to as EL students)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 Panorama Survey Safety Questions	69% of students identify feeling "safe" or "very safe" on campus (-7 from 2022)	74% of students identifying feeling "safe" or "very safe" on campus
Spring 2023 Panorama Survey Growth Mindset Questions	70% of students identify a positive growth mindset	75% of students identify a positive growth mindset
California Dashboard - Chronic Absenteeism	"Very High" category with concerns - Homeless, MLL	Move to "High" or "Medium" category with improvements in Homeless and MLL attendance rates

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)	Source(s)
3,563	LCFF - Base None Specified Cost of materials including but not limited to instructional materials and incentives associated with PBIS
2,000	Title I None Specified Cost of materials including but not limited to instructional materials and incentives associated with PBIS

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 to support positive Social Emotional Behavior (SEB)

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 - Base None Specified To provide supplemental materials and equipment as needed to support Second Step implementation
500	Title I None Specified To provide supplemental materials and equipment as needed to support Second Step implementation

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)

5,000

Source(s)

Title I
None Specified
Purchase of materials that may include seating, shade, etc., for designated outdoor learning areas

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Homeless Students, Multi Language Learners (MLL) Students (formerly referred to as EL students)

Strategy/Activity

Create systems for monitoring and support of Chronically Absent students by establishing an Attendance Team and seeking resources for support

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 - Supplemental
None Specified
Pay hourly staff as needed to organize data and provide parent outreach in primary language whenever possible

500

Title I
None Specified
Purchase materials and incentives for attendance initiatives

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We fully engaged in the Second Step program last year and broadened our PBIS implementation. Nevertheless, data from the Panorama Survey indicated drops in key areas including our goal areas of safety and connectedness.

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 of strategies/activities to meet this goal. However, we did increase our budgeted expenditures for PBIS to acquire signage for the school and incentives for weekly PBIS drawings.

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 are decreasing budgeted expenditures for Second Step, as we are no longer purchasing extra units. We are also slightly increasing budgeted expenditures for PBIS incentives and materials based on last year's expenditures.

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. Students in grades 5 and 8 are performing below standard on standardized Science assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CAASPP Science	Grade 5 - 52% Met or Exceeded Standard (+16%)	57% Meeting or Exceeding Standard
2023 CAASPP Science	Grade 8 - 19% Met or Exceeded Standard (-18%)	42% 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

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)

5,000

Source(s)

LCFF - Base

	None Specified Purchase of curriculum materials & classroom materials to support NGSS lessons.
5,000	Title I None Specified Purchase of materials and individual student supplies to support STEAM and NGSS implementation
1,250	LCFF - Base 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)	Source(s)
7,000	Title I None Specified Family Night supplies, materials, guest speakers, assemblies, child care

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall the implementation of the strategies/activities showed success and support for instruction. Teachers were fully supported in Science and STEAM instruction, even though only grades 6-8 had an updated adoption. We also received positive feedback from our family events and will continue to offer parent involvement opportunities this year, expanding beyond STEAM events.

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

Even with supplements, our K-5 classrooms struggled to fill the science gap. We purchased more materials than planned. We also spent more on our five STEAM Family Nights than was budgeted. We did have excellent turn out and feedback from our families about their experiences.

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

Our new curriculum will allow us to reduce the amount allotted to classroom science supplies. We are also reducing to three STEAM Family Nights this year but offering an ELA-based and math-based family/parent nights, so we intend to only slightly increase the budget for parent involvement STEAM events.

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	\$118,853.00

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	\$75,081.00

Subtotal of additional federal funds included for this school: \$75,081.00

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	\$22,764.00
LCFF - Supplemental	\$7,588.00
Prop 20 Lottery	\$13,420.00

Subtotal of state or local funds included for this school: \$43,772.00

Total of federal, state, and/or local funds for this school: \$118,853.00

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	22,764.00	0.00
LCFF - Supplemental	7,588.00	0.00
Prop 20 Lottery	13,420.00	0.00
Title I	75,081.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	22,764.00
LCFF - Supplemental	7,588.00
Prop 20 Lottery	13,420.00
Title I	75,081.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	118,853.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	22,764.00
None Specified	LCFF - Supplemental	7,588.00
None Specified	Prop 20 Lottery	13,420.00
None Specified	Title I	75,081.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,172.00
Goal 2	33,868.00
Goal 3	12,563.00
Goal 4	18,250.00

School Site Council Membership

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

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

Name of Members	Role
Melissa Hairfield	Parent or Community Member
Alina Howell	Parent or Community Member
Janay Petty	Parent or Community Member
Charles Salazar	Parent or Community Member
Lorelei Williams	Parent or Community Member
Monica Brownell	Other School Staff
Erik Bristol	Classroom Teacher
Hannah Giblin	Classroom Teacher
Crystal Matushek	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 19, 2023.

Attested:



Principal, Ted Hooks on December 19, 2023



SSC Chairperson, Lorelei Williams on December 19, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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



Chet F. Harritt STEAM School

OFFICE OF THE PRINCIPAL

8120 Arlette Street, Santee, CA 92071

Fall 2023

Dear Parent,

We feel very fortunate that Chet F. Harritt STEAM School is identified as a Title I Schoolwide Program school. This designation identifies a federally funded program that provides money to this school for additional support to assist students in the areas of math, reading, or both. Funds may be used to provide assistance through the addition of support staff, the purchase of instructional materials, technology and parent education.

All children at Chet F. Harritt reap the benefits of this funding. Students at-risk in the areas of mathematics and/or reading are identified for focused intervention services provided both in classrooms and in small group settings outside of the classroom.

These students receive support in a variety of ways, which may include first admittance to individual or small group instruction, extra monitoring, or homework clinics. Your child's teacher is the best resource for discussing the personalized support available, should your child require it.

On our school webpage, you can find links for more information including the **Chet F. Harritt STEAM School - Parent School Compact for Achievement** that outlines goals for students, parents, and staff in working together to provide a student-centered program that meets the academic, social, and emotional needs of all students.

If you have any questions, comments, or concerns, please feel free to contact your child's teacher or the school office.

Sincerely,

Ted Hooks
Principal



Title I School-Level Parental Involvement Policy

Chet F Harritt STEAM School

2023-2024

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 parent education 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 also provides 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 also provides 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). 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.

What is a Parent-School Compact?

A *Parent-School Compact for Achievement* is an agreement that parents, students, and school staff develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade level expectations.

Effective Compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students, and staff at Chet F. Harritt STEAM School meet yearly to discuss student-learning needs based on current grade-level data. Our School-Parent Compact for Achievement is revised based on these discussions. Teachers suggest home learning strategies, parents add ideas to make them more specific, and students identify ways to support their learning goals. Parents, students, and staff continue to work together to keep this compact a living document. Each year, the compact is reviewed in Spring to make changes based on student needs.

Parents are welcome to contribute feedback at any time.

Building Partnerships

If you would like to volunteer, participate, and/or observe in a classroom, contact the school by email at infocfh@santeesd.net or call at 619-258-4800.

Building Partnerships Title I Information Night

Chet F. Harritt STEAM School is fortunate to be identified as a Title I School.

**Our Title I informational meeting will be held at Family STEAM Night
October 18 at 4:45 PM.**

We are thrilled to return to in-person meetings!

Communication about Student Learning

Chet F. Harritt STEAM School is committed to frequent and open communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly communication from teachers
- Daily student planners
- Weekly School Messenger phone calls and/or emails
- Updates to the school website
- Regular updates to assignments and grades in PowerSchool (Middle School)
- Teacher meetings on understanding student progress
- Parent-Teacher Conferences in November

Do you have questions about your child's progress?

Call or email your child's teacher. Phone numbers and email addresses are located on teacher websites:
<http://cfh.santeesd.net> or contact 619-258-4800

Parent-School Compact for Achievement 2023-2024

Our Focus: Student Success



Chet F. Harritt STEAM School

8120 Arlette Street
Santee, CA 92071
(619) 258-4800

<http://cfh.santeesd.net>

Our Goals for Student Achievement

District Goals:

Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

Educational Achievement

Assure the highest level of educational achievement for all students.

Learning Environment

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning.

Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development

Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

School Goals:

Chet F. Harritt STEAM School embraces inquiry-based learning experiences that emphasize creativity, and collaborative problem solving. We integrate student-learning experiences in a manner that maximizes student engagement and promotes resiliency and perseverance.

By 2023, Grades TK-8 will increase the percentage of students meeting or exceeding standards by 5% as measured by school, district, and State assessments in English Language Arts and Mathematics.

Our focus in reading will be:

- Sight words and decoding in grades K-1
- Increasing reading comprehension via deep reading strategies in grades 2-8
- SBAC Assessment Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Our focus in math will be:

- Emphasizing the Mathematical Standards of Practice (K-8)
- SBAC Math Assessment Claim 1: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

S.T.E.A.M. Focus

We are the Santee School District STEAM School, representing experiences in Science, Technology, Engineering, Art, and Math. Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet the challenging State academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Staff, Parents, Students – Together for Success

At school we will

- Provide high-quality curriculum and instruction.
- Communicate regularly with families about student progress.
- Provide annual parent-teacher conferences.
- Provide opportunities to volunteer, participate, and observe.
- Have high expectations and help every child develop a love of learning in a caring environment.
- Work together to make schools accessible and welcoming for families.
- Promote positive feelings among students regarding their ability to learn.
- Make sure all students get help as soon as it is needed.
- Make sure students understand the assignments, what they'll learn from it, and grade it promptly.
- Respect the school, staff, students, and families.

At home we will

- Ensure that our child attends school every day and monitor attendance.
- Provide a quiet time and place for home practice and reading.
- Read to our child or encourage our child to read every day.
- Talk to our child about his/her day at school and discuss what is being learned.
- Communicate with the teacher or the school when we have a concern.
- Regularly monitor our child's progress in school.
- Communicate the importance of education and learning to our child.
- Respect the school, staff, students, and families.

Students will

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments, and home practice.
- Know and follow school and class rules.
- Ask for help when needed.
- Communicate regularly with parents and teachers about school experiences, so that they can help increase success in school.
- Demonstrate best efforts on all assignments.
- Respect the school, staff, students, and families.

OPTIONAL:

- My own personal learning goal is: _____
- My teacher can help me reach it by: _____
- My family and friends can help me accomplish it by: _____

**When teachers, students, and families work together,
we WILL achieve our goals!**